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ABSTRACT

Volume 2 presents the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults, and also provides a description of the national, state, and local dissemination activities of the seven library/Adult Basic Education demonstration projects. The dissemination activities include print, nonprint, and personal contact. Awareness, interest, and trial-level institute-dissemination series are described in detail: the preplanning activities, the conduct of the two-day community planning session, and the postplanning followup or implementation stage. The development and field-testing of the multimedia library orientation kit for disadvantaged adults is described, as well as duties of the trainers and evaluation and followup activities. The nontraditional training design is viewed as a model for change in public services. (Author/LS)

*APPENDICES NOT INCLUDED IN COPY

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INSTITUTE SERIES FOR DEVELOPING PUBLIC LIBRARY SERVICES FOR DISADVANTAGED ADULTS

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ANNUAL REPORT
1974
VOLUME II OF 4

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

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CONTENTS

INTRODUCTION 1

A Non-traditional Approach to Library Training and Dissemination 1

The Library as an Information Center 1

Information and the Poor 2

Information: Usefulness and Useability 3

The Purpose of the Training 3

Public Library Services to Disadvantaged Adults 4

Format of Report 4

1. WHAT HAVE BEEN THE RELATIONS OF THE AAEC WITH THE USOE IN ALL ITS PROGRAM AND FISCAL MATTER? 5

The Appalachian Adult Education Center 5

Phase I--ABE 5

Functional Literacy in the U.S. 5

Phase II--GED 6

Phase III--The Application of Skills 7

Interagency Cooperation 7

Public Libraries and Adult Basic Education 8

Coping Skills 8

Coping Skill 1: Recognizing that a Problem may include an Information Need 9

Coping Skill 2: Locating the Needed information in the Community 10

What the Library Can Do 11

1. Provide information easily-read or nonprint forms 11

2. Act as the referral center to other community information sources 11

3. Direct public information services to patrons and to agencies 11

4. Teach classes or provide for classes on searching for information in the community to meet personal and job-related information needs 12

Coping Skill 3: Processing the information 12

Subskill 1: Understanding oral information--listening skills 12

Subskill 2: Understanding printed information--reading skills 12

Subskill 3: Relating the information the previously acquired information 13

Subskill 4: Expanding upon the information, i.e., reviewing uses 13

Coping Skill 4: Applying the information to the problem 14

Phase IV--The Library Training Institutes 14

Objectives 15

Over-all Objective 15

Other Subobjectives 15

Training as Dissemination of Knowledge 16

Phase V--AAEC Plans 17

Other Relationship with USOE 17

2. WHAT HAVE BEEN THE RELATIONS OF THE AAEC WITH ITS OWN ADMINISTRATION AT MOREHEAD STATE UNIVERSITY? 18

Moonlight Schools 18

3. WHAT IS THE DESIGN FOR THE APPALACHIAN ADULT EDUCATION CENTER DISSEMINATION ACTIVITIES? 19

A Model for Change 19

Awareness Level 19

Interest Level 19

Trial Level 19

Evaluation and Adoption 20

4. WHAT KINDS OF NATIONAL DISSEMINATION HAS THE AAEC UNDERTAKEN IN REGARD TO ITS LIBRARY DEMONSTRATION PROJECTS AND INSTITUTE SERIES? 20

Print: Guides to Library Services for Disadvantaged Adults 20

Library Service Guides 21

Nonprint: A Multi-media Orientation to Public Library Services 25

User's Manual for Demonstration Projects 28

Distribution in Field test=1000, Data Reported in Percentages 30

Adult Learner Intake Card 31

Conclusions 31

Interviewers Card 32

Personal Contact 34

Scope of Work and Dissemination: Date, Activity, Role, Location 35

5. WHAT KINDS OF STATE DISSEMINATION DID THE AAEC UNDERTAKE IN THE FOUR STATES WHICH RECEIVED INTENSIVE INSTITUTE-DISSEMINATION SERVICES FROM THE AAEC? 48

Alabama 48

Kentucky 48

South Carolina 49

West Virginia 49

6. WHAT WERE THE PRE-INSTITUTE PREPARATIONS. WHAT WERE THE PROBLEMS AND SOLUTIONS? 50

Letter of Agreement 50

Awareness Sessions 50

A Demographic Community Profile 51

Client Participation 52

Training of Trainers 52

7. WHY WAS THE INSTITUTE-DISSEMINATION SERIES DEVELOPED IN A NON-TRADITIONAL FORMAT? 53

8. WHAT ARE THE UNIQUE FEATURES OF THE INSTITUTE? 55

Component 1: Preplanning 55

Component 2: The Two-day Planning Session 56

Participants 56

The Trainers 57

Format 58

First Day 58

1. Introduction by the head librarian 58

2. Introduction of all the attendees 58

3. Brief orientation to the library 58

4. Brief summary by the chairperson 58

5. A long review of the needs of the community 59

6. A review of the resources in the community 59

7. A review of library services 59

8. A list of unmet human needs 59

Second Day 61

1. AAEC findings are summarized 61

2. Any new resource people introduce themselves and explain their services 61

3. The service goal concerned with library materials is developed in detail 61

4. The other needs are developed into service goals and specific activities 61

5. Service goals and specific activities 62

Work Agreements 62

Component 3: Follow-up 63

Component 3: Follow-up 63

Evaluation of the Two-day Planning Sessions 64

Questionnaire Summary 64

Evaluation Summary 64

9. HOW WAS PARTICIPANT ORIENTATION ARRANGED? 66

10. WHAT WERE THE PHYSICAL FACILITIES OF THE INSTITUTE-DISSEMINATION SERIES LIKE? 67

11. HOW EFFECTIVE WERE THE FIELD TRIPS AND PRACTICA? 68

12. WHAT METHODS WERE DEVELOPED FOR PARTICIPANT COMMUNICATION WITH THE DIRECTOR AND STAFF DURING THE INSTITUTE? HOW EFFECTIVE WERE THEY? 69

The AAEC Director's Role 69

13. WHAT WAS THE RATIO OF FULL-TIME TO PART-TIME STAFF DEVOTED TO THE AAEC INSTITUTE-DISSEMINATION SERIES? 70

The Local Project Director's Role 70

The Selection of Project Directors 71

14. WHAT OTHER "FACULTY" OR CONSULTANTS CONTRIBUTED TO THE AAEC INSTITUTE-DISSEMINATION SERIES? 72

AAEC Advisory Board 72

Morehead State University 72

Consultants 73

15. WERE "NEW" MATERIALS USED, PARTICULARLY NONPRINT, AUDIO-VISUAL, OR COMPUTER-BASED? 75

Nonprint--Useful But Expensive 75

16. WHAT DID THE ENROLLEES SAY WERE THE MOST SIGNIFICANT THINGS THAT HAPPENED TO THEM DURING THE INSTITUTE? 76

Impact 77

17. WHAT DOES THE AAEC BELIEVE WERE THE MOST SIGNIFICANT OUTCOMES OF ITS INSTITUTE-DISSEMINATION SERIES? 77

Results 77

18. WHAT DO THE PARTICIPANTS SAY THEY WILL DO DIFFERENTLY AS A RESULT OF THE INSTITUTE? 78

19. HAVE ARRANGEMENTS BEEN MADE FOR A FOLLOW-UP? 78

Phase I--External Evaluation 78

Phase 2--Year-End Follow-Up 78

Phase 3--Mailed Questionnaire 79

Phase 4--Interview at the Sites 79

20. WHAT WERE THE MAJOR STRENGTHS OF THE INSTITUTE? 80

Strengths 80

21. WHAT WERE THE MAJOR WEAKNESSES IN THE AAEC INSTITUTE-DISSEMINATION SERIES? 81

Weaknesses 81

22. WHAT WERE THE MAJOR PROBLEMS ENCOUNTERED AND THEIR SOLUTIONS? 83

Tokenism 83

Traditionalism 84

Support 84

23. WOULD THE AAEC CHANGE THE OBJECTIVES OF THE INSTITUTE-DISSEMINATION SERIES? 85

24. WERE THE BEGINNING DATES TOO EARLY OR TOO LATE? 86

25. DID THE AAEC INSTITUTE-DISSEMINATION SERIES INVOLVE THE OPTIMUM NUMBER OF PARTICIPANTS? 87

26. SHOULD THE RATIO OF SUBSTANTIVE CONTENT TO SKILLS DEVELOPMENT BE CHANGED IN THE AAEC INSTITUTE-DISSEMINATION SERIES? 87

27. WOULD THE AAEC CHANGE THE RATIO OF STAFF TO PARTICIPANTS? 88

28. WAS THE BUDGET ADEQUATE AND PROPERLY ALLOCATED? 89

CONCLUSIONS 90

Skills 90

Guides 90
Services 90
Demonstrations 90
Information Exchange 91
Library Services and Energy 91
Libraries and Disadvantagement 92
Footnotes 94

APPENDIXES

APPENDIX A: Roster of Participants

APPENDIX B: Responses to "Your Public Library" Student Orientation Kit

APPENDIX C: Preplanning Information Form for Public Libraries

APPENDIX D: Suggestions for Urban and Rural Participants in the Two-day Planning Session

APPENDIX E: Responses to the Institute-Training Series

APPENDIX F: List of Participants and Agenda: AAEC Library-ABE Advisory Board Meeting

APPENDIX G: Checklist of Library Services

APPENDIX H: Evaluation of Two-day Planning Session

APPENDIX I: "Your Public Library" Student Orientation Kit

Title: Narrative Evaluation Report
The Institute for Developing Public Library Services to Disadvantaged Adults

and

The Local, State and Federal Dissemination Activities of the Coordination of Library and Basic Education Services for Disadvantaged Adults, Volume II

Project Director: George W. Eyster

Institution Name: Appalachian Adult Education Center
Morehead (Kentucky) State University

Volume II presents (1) the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults; and (2) a description of the national, state, and local dissemination activities of the seven library/ABE demonstration projects. The dissemination activities included print, nonprint, and personal contact. Awareness, interest, and trial-level institute-dissemination activities are discussed. The three components of the institute-dissemination series are described in detail: (1) the preplanning activities, (2) the conduct of the two-day community planning session; and (3) the postplanning follow-up or implementation stage. The development and field-testing of the multimedia library orientation kit for disadvantaged adults, Your Public Library, is described. The selection and duties of the trainers are discussed. Evaluation and follow-up are described. The nontraditional training design is viewed as a model for change in public services.

Introduction

A Non-traditional Approach to Library Training and Dissemination

The dissemination activities and the training offered to public libraries by the Appalachian Adult Education Center in 1973-74 through two grants from the USOE (then Bureau) of Libraries and Learning Resources (HEA II-b demonstration and training institutes) were nontraditional in philosophy and design. The dissemination-training took place nationally, in every state and territory, and locally with 417 participants at thirty-two sites in four states. Those four states were Alabama, Kentucky, South Carolina, and West Virginia. The dissemination and training activities involved print and personal contact mainly, with some nonprint. In 1974-75 the training-dissemination process, refined with experience, goes on at the local and state levels in Georgia, Kentucky, Mississippi, Ohio, and Tennessee. Dissemination efforts also continue in all of the other states and territories as well as internationally.

The Library as an Information Center

The intent of the training and dissemination--to improve public library services to disadvantaged adults--is not unique. Like others, the AAEC views the place of the public library in society not as a house of books, but as a public information center with an obligation to serve all strata--all special publics in its service area--regardless of its funding sources. This nontraditional view permeates the AAEC dissemination and training processes.

According to this view: (1) The public library is one of the institutions central to the upgrading of the economically and educationally disadvantaged. (2) Strong measures must and can be taken by local libraries to serve an unserved special public. (3) These measures can be taken without new money or new staff. Indeed, to argue otherwise is to suggest that service to disadvantaged adults is not a basic function of the local library within its fundamental funding and staff time, but an also-ran when extra funds or staff are available. (4) American library personnel have consistently appeared to underestimate the contribution of the public library to social mobility. (5) And perhaps most radical: Educators and employers cannot upgrade the uninformed, i.e., public library services must precede--or at least be contiguous with--educational and occupational upgrading.

Information and the Poor

The AAEC view has been reinforced in its seven OLLR-sponsored demonstration projects, which have studied the cooperation of public libraries for disadvantaged adults and adult basic education programs. These demonstrations, four urban and three rural, have verified the research of the Baltimore, Maryland, Regional Planning Council and of Thomas Childers.[1] Those studies found that the poor and the undereducated do not have access to the broad nor to the precise information needed to solve their everyday problems. They also found that in self-defense the poor and undereducated often do not define their problems as problems--since in their fatalistic view, that which has no solution is not a problem.[2] When they do search for information, they often use less energy than other adults and consequently give

up sooner. Their search is also too often fruitless because the appropriate information is not readily accessible to them in the community.

Information: Usefulness and Useability

The AAEC has found, however, that the undereducated do use print and nonprint information if it is available in a form which is low in cost to them--low both in terms of the cash price and in terms of the energy needed to get it. In other words, the AAEC has found that disadvantaged adults will utilize useful information if: (1) they have access to it--the information must be available where and when they can use it; and (2) the material is presented in a form which they can use--for which they have the necessary skills.

Two questions which can be asked of all library services are: (1) Do the materials and services (not to mention the staff) fit the users? (2) Or are the users expected by the library staff to fit the materials and services?

The Purpose of the Training

The intent of the AAEC 1973-74 Library Institute Series and of the dissemination activities of the 1973-74 Library Demonstration was to increase and to improve the skills and understandings of already employed nonprofessional and professional library staffs so that they will improve their services to undereducated adult potential users. Neither the institute nor the dissemination activities can be considered a success at a given site (out of the thirty-two) unless there has been a verifiable change in growth in library services to educationally disadvantaged adults.

Public Library Services to Disadvantaged Adults

It should not be supposed that the AAEC believes that public libraries are not serving the disadvantaged adults of this nation at all as some of this report may seem to indicate. However, as discussed at some length in the 1973 annual demonstration report, [3] the state of the art had a long way to go in most of the seventy-nine separate libraries with which the AAEC has had in-depth contact. Sometimes this appears to be only because of a lack of information about the size of the needs of this large population. Sometimes it is a matter of economics and a lack of understanding of the cost of services useful to this clientele. Sometimes it is the subject-matter-versus-client-orientation training of the library staff. And sometimes it is, unfortunately, simply due to a limited view of the definition, of the place in the community, and of the possibilities of the public library. All of these observable reasons for limited library services to disadvantaged adults have yielded readily--in most cases--to the AAEC training techniques.

This Report

The following pages of this report follow the format for a narrative evaluation report provided by Frank Stevens (the OLLR institute office) insofar as it is appropriate to the AAEC's nontraditional institute format and to the related and intertwined demonstration dissemination activities. The points suggested for discussion in the report format are stated as questions, with some questions added to expose unique aspects of the AAEC system.

1. What have been the relations of the AAEC with the USOE in all its program and fiscal matters?

The answers to this question can serve a double purpose: (1) to acquaint the reader with the developmental character, the history, and the present philosophy of the AAEC (which should make the rest of the report more comprehensible); and (2) to review the organizational growth of the Center in terms of its funding as that growth relates to the activities reported here. The following describes five phases in the development of some major AAEC concepts.

The Appalachian Adult Education Center; Phase 1--ABE

The AAEC was originally funded in 1967 by the USOE Bureau of Adult, Vocational, and Technical Education under the Adult Education Act of 1966, Section 309b demonstration (and also in 1969, 1970, and 1971, Section 309c training) to conduct demonstrations and staff training in the delivery of basic academic education to adults functioning below the eighth grade level. The eighth grade level was considered then--indeed by many is still considered--functional literacy in the United States. (The concept of grade levels is always hard to interpret for adult education. When applied to adults, the eighth grade level means a certain point in a sequence of skills--literacy, computational, etc.,--rather than what is expected of people of a certain age. The reading skills such as middle level comprehension are generally associated with eighth grade level.)

Functional Literacy in the U. S.

The AAEC shortly discovered that the eighth grade level is at least two grade levels below true functional literacy in this country. The tenth grade level (high

level critical reading skills and quite an advanced vocabulary) is closer to the readability of the print that most noncollegiate individuals meet in their everyday lives.

The AAEC also discovered that most people read about two levels below their last year of schooling. That is to say, most high school graduates can be expected to have achieved functional literacy. (However, this unfortunately is not always true. Many high school graduates are reading and computing far below the tenth grade level.) The conclusion of the AAEC was that the fifty-four to sixty million adults in the United States--about half of all the adults--who have not finished high school can be expected to be functionally illiterate. They probably must rely in part or in whole on others to interpret the print that they meet. This lowers their options and their alternatives and in many cases the accuracy of the information available to them. Inability to interpret needed print afflicts all of us to some extent, but for those with more money and more education, the problem is less severe.

In January, 1975, at a multi-national workshop on adult basic education, Paul Delker, Chief of the USOE Division of Adult Education, announced that the Adult Performance Level Study at the University of Texas has found that fifty-five percent of the adults in the United States are functionally illiterate, if functional literacy is defined as being able to read and to compute as one needs to in everyday life.[4]

Phase 2--GED

Based upon these findings and observations, the AAEC extended the span of its inquiries to include high school completion. During this second AAEC phase, a

longitudinal study (under 309 funds) of ABE/GED (high school equivalency) graduates found that many graduates were not using their skills and were losing them.

Phase 3--The Application of Skills

The AAEC staff began a third phase, therefore, studying the application of the basic skills of undereducated upgrading adults to their everyday problem-solving, as well as ways to aid in the development of those skills. This study led to a concept of coping skills.

During the first two phases of AAEC inquiry it had become clear that the adult education services in the country offered through public schools were not going to be able to meet the needs of the undereducated adult population in this country--even if they were in league with all other public and private adult schools and community colleges. There may always be a need for interagency cooperation to share funds, staffs, and resources.

Interagency Cooperation

During the second and third AAEC phases, a number of studies were undertaken to study interagency cooperation, again under 309 funds. One small study of the place of cable TV in cooperation was funded by the Appalachian Regional Commission. However, while it was obvious that cooperation could be accomplished, the variables eluded definition. If at least one agency could hire--and continue to hire over time--a charismatic individual, cooperation occurred.

The AAEC determined to study inter-institution coordination in depth under an HEA IIb grant from the Bureau of Libraries and Learning Resources.

The AAEC asked how professionals and nonprofessionals could combine services for a disadvantaged adult clientele when those staff members have:

- different personal goals
- different institutional goals
- different training
- different administrative structures
- different funding sources
- and many times, different service hours

Public Libraries and Adult Basic Education

From 1972 to the present, the AAEC has studied these and other questions as they relate to public library services to undereducated adults and to adult basic education working together. The first year, two public libraries and two boards of education (one urban and one rural each) were funded to coordinate with the other institution. These were Birmingham, Alabama (urban library); Prestonsburg, Kentucky (rural schools); Columbia, South Carolina (urban schools); and Huntington West Virginia (rural libraries). In the fourth AAEC phase these were to become the parents of the AAEC library institute series. In 1973-74 three more demonstration sites were added, all in public libraries, in Clarksville, Georgia; Memphis, Tennessee; and Cincinnati, Ohio. The findings of these studies are reported in Interrelating Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models, 1973 Annual Report, Volumes I and II, and in Volume I accompanying this report for 1973-74.

Coping Skills

During the third AAEC phase, the concept of coping skills was a central focus. First, a North American conference was held to define the concept. This conference is described in the 1973 annual report. From that conference came a list

of topics which is now in its twelfth revision. The reader is referred to the fourth volume of this report for the AAEC coping skills categories.

Coping skills, in the AAEC view, have to do with the finding and using of information. The coping skills in the AAEC experience involve both skills and content. There are four general skills with subparts: Defining, Locating, Processing, and Applying.

Terms such as coping, life, or survival skills have until recently been defined by the American educational community as content areas such as consumerism, employment, health, housing, community, and child rearing. As general concepts these have sufficed; however, individuals' lives differ too much for there to be a common skills sequence or minimum competencies for any one topic. The AAEC believes that the coping skills which must be applied to the content areas of life consist of four distinct skills: (1) recognizing that a problem may include an information need; (2) locating the needed information in the community; (3) processing the information; and (4) applying the information to the problem.

Coping Skill 1: Recognizing that a problem may include an information need

The Childers and the Baltimore studies have shown that people do not necessarily recognize information needs. The Baltimore study shows that those who do see information needs feel less helpless. This is a teachable skill: "Don't you need to know more about that?" Not very many disadvantaged adults will enter even branch libraries initially, in the AAEC experience, but librarians visiting in the neighborhood have found they can arouse awareness of information needs. Adult basic

education teachers, in weekly contact with adult students, are in a very good position to arouse such awareness. In some areas of the country the local mass media have also been part of the team creating information awareness.

Coping Skill 2: Locating the needed information in the community

The information must exist in the community before it can be found or used. It is the prerequisite for this skill that makes the public library so all-important in the long-term alleviation of both economic and intellectual poverty.

The AAEC has found that, generally speaking, crisis information does exist in the community. The poor person, however, especially those with poor reading skills, must turn to someone else to obtain the information--a social worker, a minister, a boss, an adult basic education teacher, or perhaps a neighbor or family member. In such instances the information-seeking individual must rely on the information-searching energy of the second individual and on that second person's correct interpretation of the information. At the very most, the information-seeker has only the options chosen for him/her by another. At the least, the interpretation may be erroneous. Few public libraries offer crisis information services. However, the Neighborhood Information Center Projects[5] have proven that they can function well in this area, at least in urban centers. As this report will expand upon, the need for a sister project to study public information centers in rural areas is vitally needed.

What the Library Can Do

The public library has several alternatives to meeting the information needs of the disadvantaged, none of them mutually exclusive.

1. Provide information in easily-read or nonprint forms.

   This alternative seems the very least the library can do. It does not provide for crisis situations, but has filled a deeply felt vacuum in the communities served by AAEC projects. Coping skills racks and magazine exchanges partly fill these information gaps.

2. Act as the referral center to other community information sources.

   So many agencies commonly found in communities such as welfare, council on aging, etc., are mandated to do referral services that many times the appropriate role for the public library is to act as an umbrella referral agency. The library can also act as a catalyst, encouraging and helping other institutions such as schools, colleges, neighboring libraries, adult education and all social services, public and private, to collect, to publicize, to utilize, to update, and to distribute needed information.

   However, this service does not meet the needs of community residents who cannot or do not have access to the other services. Nor does it meet time needs, since those other agencies are usually only available a limited number of hours weekly--usually fewer hours than the public library, especially in urban areas.

3. Direct public information services to patrons and to agencies.

   The Neighborhood Information Center projects have demonstrated several

levels of services within this alternative.

4. Teach classes or provide for classes on searching for information in the community to meet personal and job-related information needs.

This last alternative is the subject of a three-year AAEC post-secondary proposal.

Coping Skill 3: Processing the information

Processing the information consists of at least four subskills: understanding oral information, understanding printed information, relating to information previously acquired, and reviewing uses.

Subskill 1: Understanding oral information: listening skills. Thomas Sticht has found that low literate men in the Army also have listening lacks.[6] Since those who read poorly rely very heavily on their ears for information, this is a double handicap. Library personnel working with disadvantaged adults should remember to speak in short words and sentences, to repeat instructions several times, and to seek for nonverbal clues as to whether they are making themselves understood.

The Baltimore study showed that over half of those of any educational level seeking information turned to another person, and that three-fourths of the time the information-seeker judged the results as successful. Therefore, in working with disadvantaged, verbal communication can be seen to be very important. It is odd that so few librarians think to scan printed materials and interpret them to adults with reading difficulties. Of course, some do and report positive results--their patrons were relieved and appreciative.

Subskill 2: Understanding printed information: reading skills. Many reading researchers agree that different reading skills are needed for

different content areas. However, until very recently they referred only to academic content areas, not to everyday problem "content" areas. Those problem (or coping skills) areas also involve special reading skills. It helps if the materials are easily read.[7] If the adult reads very poorly or not at all (however measured), this subskill must be put into perspective. Reading is an instrumental skill; it has no intrinsic value within itself--only in the presence of needed and wanted print! Information can be obtained without reading. The great value of reading lies in the additional options it allows the individual.

> Literacy is one of the least expensive forms of human communication; it is not as inexpensive as orality (although it may not bear some of the deferential charges) yet it has important advantages, it can be reproduced nearly exactly, it can be recorded at great length, it does not depend upon the speed of comprehension of the human voice, it is in comparison with other forms of communication remarkably accessible--once a message is committed to print it is not dependent upon exterior sources of power. Although print was in its origin the monopoly of an elite, it remains next to orality the voice of the people.[8]

Subskill 3: Relating the information to previously acquired information. For information to go into the mind in retrievable fashion, it must be related to what is already known and/or experienced on that subject. This means the information-seeking listener or hearer cannot be passive, but must act on the materials. One way to help this occur is simply to ask the person to think about or to tell you what s/he already knows or believes about the topic.

Subskill 4: Expanding upon the information, i.e., reviewing uses. This is the "So What?" stage, when the individual must reject the information, or decide how it is to be used. This stage takes creativeness on the part of the information-seeker.

Coping Skill 4: Applying the information to the problem

Winthrop Adkins, a psychologist at Teachers College, Columbia University, has done extensive study in the means of prompting people to apply information which they have acquired.[9] It is a truism that knowing is seldom analogous to doing. Probably librarians can be of less help with this particular coping skill, except through the very obvious method of warm encouragement.

Another of the findings of the third AAEC phase was a recognition that public libraries can reach a wider audience of disadvantaged adults than can adult basic education, given its present meager funding level. Since the advent of the federal monies for ABE in 1965, only about three to five percent of the potential adult audience who qualify for ABE/GED have actually been enrolled. This, unfortunately, has not been cumulative because of the large number of drop-outs who continue to swell the pool. The AAEC presently sees the public library as a support system for adult education rather than as an adult education institution for adults functioning at this level. Educationally disadvantaged adults have many needs which can be met by the public library. (Many more advantaged adults do use the library directly as an adult education resource.) Generally speaking, however, the public library has slighted service to the undereducated half of the adult population.

Phase 4-- The Library Training Institutes

The fourth AAEC stage--described in this report--therefore, began. Funded under HEA IIb institutes, in 1973-74 the AAEC started training library staffs for the expansion of their services to all

disadvantaged adults in their service areas. To these institutes have been brought the best insights and techniques of the library demonstration projects for the coordination of libraries and ABE, but they go far beyond coordination. The following objectives from the institute proposal demonstrate this:

Objectives

Over-all Objective: *To develop realistic and effective public library services to disadvantaged adults in four states. Staff members will be able:*

- *To define accurately and realistically the library needs of disadvantaged adults in their communities.*
- *To evidence a sensitivity to the problems of the disadvantaged adult library user.*
- *To formulate plans for developing outreach and in-library programs and services in keeping with local financial, staff, and other resources and constraints.*
- *To begin the implementation of those plans.*

Other Subobjectives

- *To develop the use of and referral to community resources.*
- *To evidence a wider sense of colleagueship within their state and to show greater interest in and commitment to professional endeavors to serve the disadvantaged.*
- *To demonstrate a willingness to take initiative and responsibility to do things that need to be done and to support such initiatives and innovations of others in areas of mutual concern and interest.*

- *To initiate and to maintain a dialogue with the teachers of disadvantaged adults, i.e., the local adult education staff.*
- *To evidence an ability to adjust procedures if original plans do not prove feasible.*
- *To demonstrate a knowledge of those available print and nonprint materials for disadvantaged adults, which may differ from materials presently in use in service to adults.*
- *To develop an ongoing state-university-local level organization for training public librarians.*

Training as Dissemination of Knowledge

The point cannot be too strongly stressed that while only one sub-objective of the institute series appears to deal with the coordination of public libraries and adult basic education services, at least initially all of the insights used in the training were drawn from the demonstrations. That is why this report must be written as one whole--the dissemination of the demonstrations is impossible to separate from the training. It should be added, however, that as AAEC trainers worked in one community after another of the thirty-two communities, their knowledge about the possibilities for library services to undereducated adults accumulated to the mutual benefit of the demonstration as well as the training sites. So in a sense, the institute series has also "disseminated" back to the demonstrations which are their parents. The cumulative process goes on in 1974-75 with three demonstrations (Georgia, Ohio, and Tennessee) and forty institute sites (Georgia, Kentucky, Mississippi, Ohio, and Tennessee) with AAEC central staff doing the training in Kentucky,

Mississippi, and Ohio. In 1975-76 it is proposed to carry on in two more Appalachian states, Maryland and Virginia.

Phase 5--AAEC Plans

Based upon the AAEC experiences of the last two years, it is hoping to embark upon still further development. A fifth phase is proposed for 1975-76. First, a sister project to the Neighborhood Information Center Project, to study the needs and workable techniques for rural and small town areas, hopefully to be funded through HEA IIb demonstration. Second, a three-year project is proposed through the USOE Fund for Improvement of Post-secondary Education to develop the individual and group teaching of independent information-seeking skills for personal and job-related needs.

Other Relationships With USOE

Finally, the AAEC's other relationships with the USOE have included 309 funding to study the development of rural community schools; 309 funding to compare alternative delivery systems for preparing people for the high school equivalency examination (GED); and Right-to-Read Community Based funding to study the delivery of home-delivered reading instruction of adults by paraprofessional-professional teams. The paraprofessionals, incidentally, carry into the home coping skills materials kits developed by the library demonstration projects.

The AAEC has been able to accomplish a great deal with a small staff by merging funding sources and paying portions of each staff member's salary from different grants. The findings of one project flow automatically to the others--for the benefit of the projects, and for a greater and more cohesive net gain in knowledge.

2. What have been the relations of the AAEC with its own administration at Morehead State University?

Moonlight Schools

Morehead State University is in Rowan County, Kentucky. The county led in literacy efforts since the beginning of the century. The original moonlight schools (from which the term moonlighting came) were started by Cora Wilson Stewart in Rowan County. One of the original one-room schools in which the moonlight schools were taught has been restored on the Morehead State University campus as a literacy museum.

In the early 1960's the president of the university, Adron Doran, hosted the first Congressional hearings of the Adult Education Act. President Doran has also been active in the growth of the concept of Appalachia as an identifiable region with common problems.[10] The then Vice President for Research and Development, Morris Norfleet, wrote the first proposal for 309 funds which started the Appalachian Adult Education Center.

Throughout the history of the Center since its start in 1967 the university administration has been supportive, providing excellent accommodations, many services that demonstration projects on many university campuses must contract for, and moral and political support as needed and as possible. The AAEC is the brain-child of the university and has in turn developed a separate Department of Adult, Counseling, and Higher Education which has the highest enrollment of any graduate department on campus. A former AAEC staff member, Harold Rose, became the chairman of that department, under which the Center now sits organizationally within the College of Education.

3. What is the design for the Appalachian Adult Education Center dissemination activities?

A Model for Change

In designing the library demonstration dissemination activities, the AAEC concentrated at three levels--local, state and federal. (In 1974-75 the AAEC has also made modest attempts at international dissemination, to be summarized in the June, 1975, report.) The AAEC uses as a model for intervention, the Cooperative Extension model for the study of adoption of innovation. Dissemination is seen as intervention--as a deliberate attempt to be a change agent in the library services being offered to disadvantaged adults. There are three levels in the intervention model:

I. AWARENESS

II. INTEREST

III. TRIAL

At the awareness level attention is directed towards a clear definition of the problem(s), general solutions, and--as necesssary--attitude changes, and persuasion that the local situation is not too unique to benefit from successful practices tested in other communities.

At the interest level as many alternative methods as possible are offered for meeting the needs or solving the problems of program implementation. These alternatives are offered with as great a specificity as can be mustered--including practical matters such as cash and time costs.

At the trial level those on the receiving end of the dissemination activities try out the methodologies they see as most appropriate to their local situation, either in a pilot effort or in a sheltered atmosphere

such as role playing.

Before or after the trial level an evaluation of the local and personal efficacy of the proposed solutions or program methodologies takes place in the learner-listener. If the techniques appear useful, adoption or adaption ensues in the local program.

At the state and federal levels the AAEC has attempted to disseminate at the awareness and interest levels through print, nonprint, and personal contact. Occasionally, as in short-term workshops in Colorado, Florida, and Mississippi, dissemination at the trial level also was tried through roleplaying.

At the local level (at the thirty-two institute-dissemination sites) the attempt was made to train and to disseminate at all three levels.

4. What kinds of national dissemination has the AAEC undertaken in regard to its library demonstration projects and institute series?

The final objective of the original demonstration proposal was "to disseminate the four alternative working models." Besides the dissemination through training described in this report, the Appalachian Adult Education Center has also engaged in three types of national dissemination--print, nonprint, and personal contact.

Print: Guides to Library Services for Disadvantaged Adults

At the risk of getting somewhat ahead of the story of the institute series, this section will describe the development of the Library Service Guides, developed in answer to specific requests for information from the thirty-two institute sites, but nationally disseminated as the result of demand.

As the thirty-two library sites planned specific services for their communities, they asked the AAEC for help in methods of accomplishing their goals. The AAEC explored the literature for specific techniques and passed on what it found. However, little literature exists about specific services for disadvantaged adults in a format which can be used for implementation of services by nonprofessionals or professionals.

The AAEC, therefore, developed the following format for the development of its Library Service Guides:

1. First, a justification--why is this particular service of use to disadvantaged adults? This is necessary for the librarian who is trying to convince skeptical policy-makers of the need for the service.
2. Second, as many alternative ways of implementing the service and in as great detail as the AAEC can manage. This includes cost in terms of money and staff time and of sources of needed materials.
3. Next, a list and sometimes a description of what other libraries are doing which have been found to be successful with this particular service.
4. Last, a list of additional readings.
5. These are to be written by AAEC staff as they are knowledgeable in the area. Otherwise, librarians who are knowledgeable will be engaged to write them, but with editorial license on the part of the AAEC.
6. The language will be aimed at the nonprofessional, assuming it is easier for the professional to read down than for the nonprofessional to read up.

7. Each guide will be rewritten as needed by the AAEC staff writer, Anne Shelby.
8. Each guide will be rigorously edited by all AAEC staff members, with final editing under the AAEC Professional Librarian, Susan Schmidt.
9. Each guide will be field-tested before final printing. Also a group of well-known professional librarians will comment on each guide in its first printing.
10. Each guide will be printed on newsprint for reasons of ecology and economy and to support local minority small business.

The following Library Service Guides were developed in 1973-74. Those with asterisks have been tested, revised, and reprinted in quantities of 5,000 each. Those without asterisks are being evaluated, revised, and reprinted in 1974-75.

*Assessing Community Information and Service Needs**

Bookmobile Services: Moving the Library to Disadvantaged Adults

*Books-by-Mail Services: Moving the Library to Disadvantaged Adults**

Conducting Tours to the Library for Groups of Disadvantaged Adults

*Deposit Collections of Special Materials for Disadvantaged Adults**

*Evening and Weekend Library Services for Disadvantaged Adults**

Expanding Library Services to the Elderly

The Library as a Community Information and Referral Center

*Materials Selection for Disadvantaged Adults**

Planning the Expansion of Library Services to Disadvantaged Adults

*Public Library Services to Young Disadvantaged Adults**

*Using Pamphlets with Disadvantaged Adults**

*Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults**

Working with Elected Officials to Expand Library Services to Disadvantaged Adults

Working with Library Trustees to Expand Library Services to Disadvantaged Adults

The following Library Service Guides are being developed in 1974-75.

ABE--What is It?

Adjusting School Libraries for Use by Disadvantaged Adults

Adult Education in the Library:ABE, GED, CLEP, and the Open University

Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults

Client Participation in Expanding Library Services to Disadvantaged Adults

Displaying Materials for Disadvantaged Adults

Expanding Library Services to the Institutionalized

In-service Training of Personnel to Serve Disadvantaged Adults

Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults

Maintaining Separate Collections of Library Materials for Disadvantaged Adults

Reader Guidance Services for Disadvantaged Adults

The Recruitment of Disadvantaged Adults: Effective Publicity

The Relationship of Disadvantagement to Library Services

The Role of the College Library in the Education of Disadvantaged Adults

Speakers Bureaus for Disadvantaged Adults

Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems

Using Audiovisuals with Disadvantaged Adults

One of the criticisms of the 1973-74 AAEC trainers was that the guides were not available when needed. This was unavoidable since the institutes and dissemination had to be developed and implemented simultaneously

because of one-year funding. This is not as much of a problem in 1974-75 because many guides are in print, but a lag in delivery of needed guides still plagues the projects--partly because they keep going out of print because of national demand.

The following lists other print disseminated about the library demonstration and institute series. Library materials were disseminated to fifty state librarians, fifty state directors of adult education , the regional program officers for libraries and for adult education for the ten DHEW regions, all major college and university departments of library science and of adult education, and to an additional mailing list of 2,249 names built upon requests.

- Agenda for Two-day Planning Session
- Checklist of Library Services
- Coping Skills Categories: Areas of Information Need for Disadvantaged Adults
- Coping Skills Materials: A List of Sources
- Handbook of Services Available for Adult Students
- Interrelating Library and Basic Education Services for Disadvantaged Adults
- Volumes I and II, 1972-73 Report by the AAEC
- Final Report, Birmingham, Alabama Project, 1972-73
- Final Report, Floyd County, Kentucky Project, 1972-73
- Final Report, Columbia, South Carolina Project, 1972-73
- Final Report, Huntington, West Virginia Project, 1972-73
- Interim Report 1973-74, Birmingham, Alabama
- Interim Report 1973-74, Floyd County, Kentucky
- Interim Report 1973-74, Columbia, South Carolina

- Interim Report, 1973-74, Huntington, West Virginia
- Interim Report, 1973-74, Cincinnati, Ohio
- Interim Report, 1973-74, Clarksville, Georgia
- Interim Report, 1973-74, Memphis, Tennessee
- Leisure Reading Selection Guide
- Preplanning Information Forms
- Readers Checklists
- Your Public Library: Student Orientation Kit

Nonprint: A Multimedia Orientation to Public Library Services

To orient disadvantaged adults to the use of public library services for information for problem-solving was a major objective.

Every conceivable method was employed under a variety of conditions to acquaint adult students with the library: outreach services to link students with the library; training sessions for teachers; class room visitations; library field trips; print of all kinds; and nonprint.

A March 9, 1972, letter of proposal amendment modified the AAEC's original budget to provide funds for materials "because of the specialness of needed materials, both print and nonprint (media), which a review of the literature indicates are not currently held in most library collections."

To avoid costly duplication and effort in the four demonstration sites, the AAEC began to write and produce two slide tape presentations for student library orientation. Two presentations were planned as demonstration prototypes--one aimed at black urban audiences, the other at rural white.

The AAEC entered into a sub-contract November 1972, with the Appalachian Film Workshop for photographic slides and synchronized magnetic tapes to fit the prepared script.

Initial field tests of the "Appalshop" productions were disappointing. The message was useful, but (1) the quality of the production was unacceptable; (2) the generalized slides were unappealing to local groups; (3) project directors found a need to substitute slides which made the presentation more localized; (4) equipment was not always readily available; (5) the instructional staff had difficulty using the equipment; (6) the presentation required far too much time from other instruction.

The AAEC canceled the contract to search for other ways to provide orientation.

In the meantime, the AAEC had prepared a second proposal for the USOE Bureau of Libraries and Learning Resources proposing two 16 mm color films with sound. One was to stress urban public library services for a disadvantaged clientele; the other would stress rural services. The purpose of the films would be general orientation of undereducated adults to the usefulness of public libraries using a life problems approach (the coping skills areas, including use of leisure time). It was the intent of the AAEC that although the films would be developed with disadvantaged adults in mind, they would be informative to all adults--including ABE teachers--and would suggest to librarians new ideas as well as give encouragement for improved services to the disadvantaged.

The AAEC had received promotional materials from Visual Data Corporation illustrating a filmstrip and a small plastic hand viewer, which

seemed convenient, compact, and easily used repeatedly and efficiently.

Using funds from the canceled Appalshop contract, the AAEC developed a script and pictures for the twenty-two frame filmstrip and hand viewer to acquaint adult learners with the services of the public library.

The result,"Your Public Library," was found in field tests in a learning center, in several libraries, and in home instruction to be efficient and effective.

Funds from the 1973-74 grant award were used for the production of 2,600 units at $.75 per unit. Use of "Your Public Library" became a part of all AAEC project work statements.

The field tests with an evaluation system were extended to twenty states; five adult education sites in each state with ten adult students at each site--for a total of 1,000 students in addition to the adults in the AAEC demonstration projects.

Sample forms used to evaluate the orientation kit follow. Total responses are noted on the forms.

User's Manual

Some responses from the students and comments from the teachers indicated that the latter in many cases had failed to read the user's manual carefully. Too often students were unable to assemble or focus the viewer.

In addition, the user's manual failed to urge the interviewers to provide the students an opportunity to visit the public library. In the AAEC projects, however, use of the kit was only one of several different kinds of orientation activities.

Distribution in Field Test = 1,000
N = 356 (complete info.)

DATA REPORTED IN PERCENTAGES

ADULT LEARNER INTAKE CARD

Name of Center _____ Date _____

Please return a self-addressed ADULT LEARNER INTAKE CARD for each of the first TEN adult learners using YOUR PUBLIC LIBRARY. The INTERVIEWER - Counselor or Teacher - is requested to complete both the PRE and POST Orientation Interview questions below:

ADULT LEARNER DATA: (28) %M (72) %F ◯ AGE: (26) %16-20 (28) % 21-30 (24) %31-40 (22)% 41+

Is the adult learner: (42) % Employed (48) % Unemployed (NA) A Volunteer 10% (NA) A Non-volunteer

~~Referred by~~ ◯ ~~TV~~ ◯ ~~Friends~~ ◯ ~~Family~~ ◯ ~~Recruiter~~ ◯ ~~Agency~~ ◯ ~~Home call~~ ◯ ~~Other~~ Not Valid

PLACEMENT: (Grade or Level): 0 - 6th = 49% 7th + = 51%

INTERVIEW QUESTIONS - PRE-showing of Film and Card YOUR PUBLIC LIBRARY

Where do you go for help or answers to questions? ◯ ~~Friends~~ ◯ ~~Family~~ ◯ ~~Library~~ ◯ ~~Public Library~~ Not Valid

Other _____ Clients most often checked ALL BUT PUBLIC LIBRARIES

◯ ~~Agency~~ ◯ ~~TV~~ ◯ ~~Newspapers~~ ◯ ~~Public Library~~

Is there a public library near your house? (61) % YES (39) % NO ◯ DO NOT KNOW

Does your family use the public library? (48) % YES (52) % NO ◯ DO NOT KNOW CHILDREN in family

Have you a library number or card? (27) % YES (73) % NO

INTERVIEW QUESTIONS, POST-showing of the Film and Card YOUR PUBLIC LIBRARY

Did you like the Film, YOUR PUBLIC LIBRARY? (97) % YES (3) % NO, Why not? Handviewer focus difficulties

Was it easy to use? (95) % YES (5) % NO Handviewer Assembly

Was the CARD easy to read? (95) % YES (5) % NO Either too difficulty or too easy to read

Would you be interested in using your public library? (93) % YES (7) % NO, Why not? Too far. No service.

INTERVIEWER, please note the approximate time required for the adult learner to complete the system 8.8 Minutes Average

0-5 = 24%
6-10= 38%
11-15= 21%
16-30=6%

Adult Learner Intake Card

Responses on the Adult Learner Intake Card are reported item by item in percentages. Only cards received by the announced deadline were recorded--a total of 356. Since closure, an additional 337 cards have been received, reflecting comparable data.

1. "Is the adult learner: Employed, unemployed, a volunteer, a non-volunteer?"

   This item was poorly designed, yielding information only about employment status. The population is skewed by the number of females, many housewives and mothers, numbered here as "unemployed."

2. "Where do you go for help for answers to questions?"

   While clients usually checked all items in response to the generalized question, they often failed to check the public library.

Responses on the Adult Learner Intake Card were favorable. The few negative responses were generally the result of improper use of the hand viewer in assembly, or fear of the assembly and focus. The kit has been revised with improved assembly illustrations.

Conclusions

1. Your Public Library is an effective, efficient, single-concept instructional system;
2. Your Public Library helps to orient youth and adults to the services of the public library;
3. Libraries in AAEC project sites noted increased library patronage and circulation following introduction of the library orientation kit in ABE classes.

N=82

Interviewer(s) CARD

Interviewer(s) - Counselors or Teachers - are requested to complete this self-addressed ABE/ Library Student Orientation Interview Card when TEN adult learners have used the system.

Rate your observation of adult response to YOUR PUBLIC LIBRARY

(high) (23) ++ (47) + (20) ± (8) – (2) -- (low)

Is YOUR PUBLIC LIBRARY a useful "orientation system?" (Rate)

(high) (25) ++ (47) + (18) ± (3) – (7) -- (low)

Would you recommend similar "orientation systems" for other areas? (88) YES ◯ NO (12) ? ?

Name: _____ Address _____

_____

OTHER COMMENTS: _____

Interviewers Card

Some interviews were extremely negative in response to the orientation kit. Some criticisms were:

1. The film and viewer were too "gimmicky." This was not an uncommon response. However, some user's attitudes changed with use.
2. The film and viewer were difficult to assemble and to focus, especially for low-level students.

Without specific instructions and help, the system can be threatening. Many adults hesitate to assemble the device out of fear of damaging it.

The AAEC has requested that adult students be directed in the use of the device. With careful explanation, no problems are experienced.

3. The film depicts mostly white clients. Failure to represent all client groups on the film was an error in view of the wide utilization across the nation. The prototype, however, was designed for Appalachian areas, using slides from the rural white rather than the urban black slide tape.

The AAEC student orientation kit, Your Public Library, has been used by public libraries and adult education programs in sites across the United States and has been reviewed and used in many English-speaking countries abroad. The American Library Association plans to re-do it in Spanish. Its demand and usefulness has been so great that the AAEC has twice reprinted the material for demonstration and distribution.

The AAEC supply of Your Public Library is depleted, and the Center can no longer respond to requests. The AAEC, therefore, authorized the manufacture and sale of the kits by the supplier, Visual Data Corporation, Chesterfield, Missouri 63017. Single units or units in quantity are available to the field. A single unit is fairly expensive ($2.50), although it can be reused. However, the cost per kit goes down with larger orders.

The AAEC has distributed 2,700 "Your Public Library" units. The manufacturer has distributed 1,500 units at educational conferences. The AAEC distributed the kits to:

- adult education programs at five sites in each of twenty states for field-testing with ten students at each site
- the seven library-ABE demonstration projects
- the state directors of adult education in the fifty states
- the state librarians in the fifty states
- schools of library science

- adult education graduate programs
- major libraries in the United States
- participants in community planning meetings at the training sites
- participants in conferences of the American Library Association, the National Association for Public Continuing and Adult Education, the Adult Education Association, and the Multi-national Workshop on Functional and Basic Education for Adults, and
- in response to requests from librarians, adult educators, and others

See Appendix B for sample letters to the AAEC responding to the kit.

Personal Contact

In addition to the print and nonprint materials disseminated, the AAEC staff engaged in roughly 192 cases of personal contact. The following is a summary by month and approximate depth of dissemination. The dissemination was accomplished at the following levels as explained above: awareness level (41); interest level (50); trial level (56), all levels (45).

In summary, the AAEC staff engaged in national dissemination of its library demonstration and library institute series in the following roles:

Role	Number of Separate Activities
Speaker	85
Trainer	60
Monitor	19
Contractor	18
Participant	7
Orientation	2
Testimony	1
	192

APPALACHIAN ADULT EDUCATION CENTER
SCOPE OF WORK AND DISSEMINATION

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
JULY				
1	Awareness Lib/AEd.	Public library class , School of Library Science, University of Kentucky	Speaker	Lexington, KY
3	Lib/AEd. Interest	Library/ABE project with Floyd County Board of Education	Contractor	Prestonsburg, KY
8-10	Trial AEd.	Indiana Workshop In-service Training	Speaker Tech. Assistance	Turkey Run Stat Park, IN
13	Interest Trial All levels	Planning Session for AAEC Projects KY State Department of Adult Education Identify new sites	Tech. Assistance Trainer Planner	Frankfort, KY
13	Awareness All levels	Illinois Workshop and In-service Training Speaker and Trainer	Speaker Trainer	Dekalb, IL
13	Community Education	Community Education Planning Session	Monitor	Mt. Sterling, KY
24	Lib/AEd. Interest	Green River Regional Library System Workshop	Conductor	Owensboro, KY
25-26	Trial	Negotiate subcontracts and planning for Library/ABE projects	Contractor	Huntington, WV
25	Trial	Community Education and Right to Read Sub-contract Development	Contractor	Mt. Sterling, KY
31	Evaluation Right to Read	Visit Right to Read Community Based Site	Monitor Consultant	Mt. Sterling, KY
31	Training	Owensboro Library/ABE Training Session	Trainer	Owensboro, KY

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
AUGUST				
1-3	Interest Lib/AEd. Demo & Tra.	Leadership Training Institute (Library)	Tech. Assistance Consultant	Washington, D.C.
7	Trial Community Ed.	Sub-contract for Community Education project	Contractor	Ashland, KY
8-9	Trial Community Ed. GED	Sub-contract Demonstration Project: Community Education KET/GED	Contractor	Owensboro, KY
8	Interest All levels	Georgia Vocational & Adult Education Conference	Consultant Speaker	Atlanta, GA
12-13	Awareness	State Library and ABE awareness session	Conductor	Albany, NY
13	Interest	Meeting with SDE Adult Education Unit Staff to plan KET/GED Workshop	Participant Planners	Frankfort, KY
13	Interest Trial All levels	Planning Session and Identification of AAEC 309(b) sites with the KY Adult Education Unit State Director of Adult Education, Mr. Ted Cook	Trainers Planners	Frankfort, KY
14	Interest Trial Right to Read Community Ed.	Planning and Development of Work Statements Objectives and Project Personnel Sub-contracts initiated	Planners Trainers Contractor	Piketon, OH
19	Awareness Lib/AEd.	Library/ABE Awareness Session	Conductor	Pike City, KY
27	Interest Trial Right to Read	Planning and Development: Work Statements Objectives and Sub-contracts	Planners Trainers Contractor	Morehead State University, Morehead, KY
29	Trial Right to Read Community Ed.	Sub-contract Agreements	Contractor	Montgomery Ct; Community Schools, Montgomery Ct; KY
		University of Alabama Workshop	Trainer Speaker	Tuscaloosa, AL
	Awareness Interest Lib/AEd. Demo.	Auburn University Graduate School (90)	Speaker Participant	

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
SEPTEMBER				
6	Awareness Community Ed. All levels	CONGRESSIONAL TESTIMONY before House Sub committee on Community Education Community School Center Development Act	Testimony Tech. Assistance	Washington, D.C.
6-7	Trial Right to Read Lib/AEd. Demo.	Planning and Development: Work Statements Objectives and Sub-contracts	Planners Trainers Contractor	Memphis, TN
7	Awareness Right to Read All levels	Radio Round-table Discussions of International Literacy Day and AAEC Projects	Speakers	Morehead, KY and Counties
7	Evaluation Right to Read	Right to Read Evaluation (Telephone)	Monitor	Washington, D.C.
10	Trial Interest	Library/ABE Planning Session	Planners Trainer	Ohio Cty, WV
12	Trial Interest	Library/ABE Planning Session	Planners Trainer	Choctaw, AL
17	Interest Trial/GED	Educational Televeision (GED) Planning with Kentucky Educational Television	Consultant Tech. Assistance	Lexington, KY
18	Trial Interest	Library/ABE Planning Session	Planner Trainer	Parkersburg, WV
20	Awareness Lib/AEd.	Awareness Session	Conductor	Frankfort, KY
24	Trial Interest	Library/ABE Planning Session	Planners Trainer	Leslie Cty, KY
24	Awareness Interest All levels	Presentation ALL AAEC Projects, Progress and Future MSU Research and Development Committee	Speakers	MSU Morehead, KY
28	Trial Right to Read Community Ed.	Planning Session: Staffing and Coordination with MSU Departments	Trainers Consultants	Montgomery Cty. Communi Schools, Montgomery C KY
28-29	Interest All levels	International Reading Association Basic Education Reading Committee	Speakers Planners	Washington, D.C.
28	Trial All levels	Work Statement and Objectives Sub-contracts	Trainers Planners Contractor	Floyd Cty. Public Schools, KY
	Awareness Lib/AEd. Demo.	Birmingham ABE Teacher's Workshop	Speaker (AL)	Birmingham, AL

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
OCTOBER				
1	Trial Community Ed.	Monitoring Community Education Session	Monitor	Mt. Sterling, KY
1-2	Trial Interest	Library/ABE Planning Session	Planners Trainers	Fayette Cty, KY
2	Awareness Lib/AEd.	Awareness Session	Conductor	Columbus, OH
2-3	Trial Interest	Library/ABE Planning Session	Planners Trainers	Horry Cty., SC
1-3	Trial Lib/AEd. Demo & Tra	Work Statements and Objectives Sub-contracts	Trainers Planners Contractor	Columbia, SC
4	Interest	Community School project radio broadcast (WMST)	Participant	Mt. Sterling, KY
1-5	Trial Right to Read Community Ed.	Pre and In-service Training Right to Read Paraprofessionals and Community School Leadership	Trainers	Piketon, OH
8-9	Trial Interest	Library/ABE Planning Session	Planners Trainers	Anniston, AL
9-10	Trial Interest	Library/ABE Planning Session	Planners Trainers	Anderson Cty. SC
10	Trial Right to Read Lib/AEd. Demo.	Paraprofessional In-service Training	Trainers	Floyd County School, KY
12	Interest Right to Read Community Ed.	Initial Planning Session, Orientation to Right to Read and Community School Site Development	Trainers Planners	Ashland City Schools, Ashland, KY
17-18	Interest Right to Read Community Ed.	Initial Project Planning Session Orientation, Scope of Work	Trainers Planners	Owensboro Cit Schools, Owensboro, K
18-19	Evaluation	Monitor Library project	Monitor	Wheeling, W
22-23	Trial Interest	Library/ABE Planning Session	Planners Trainers	Cherokee Cty. SC
29-31	Trial Right to Read	In-service and preservice training of new site paraprofessionals	Trainers	MSU Learning Center, Morehead, K
25	Trial Lib/AEd. Tra. and Demo.	Negotiation with MSU Library for Title IIA funds for AAEC Project Site Materials for Disadvantaged Adults	Contractors	Morehead, K

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
OCTOBER				
30 to Nov. 3	Awareness Interest All Levels	AEA/NAPCAE National Conference AAEC Project Interpretations	Speakers(4) Booth Disseminators Participants Chairpersons (Natl. Committees)	Dallas, TX
	Awareness Interest Lib/AEd. Demo. and Tra.	Baldwin County ABE Teacher's Workshop	Speaker Trainers	Mobile, AL
NOVEMBER				
6	Interest All Levels	National Right to Read Conference and Orientation Projects in Region IV	Speakers	Atlanta, GA
8-9	Trial Interest	Library/ABE Planning Session	Planners Trainers	Huntsville, AL
8-9	Trial Interest	Library/ABE Planning Session	Planners Trainers	Chesterfield, SC
8-9	Trial Interest	Library/ABE Planning Session	Planners Trainers	Weirton, TN
11-13	Interest Community Ed.	Inservice Training and Demonstration Community School Visitation (42 persons)	Training Participants	Flint Cmty. Schools, Flint, MI
12-13	Trial Interest	Library/ABE Planning Session	Training Planners	Newport, TN
13	Trial Interest	Library/ABE Planning Session	Planners Trainers	Owensboro, KY
12-13	Awareness Lib/AEd. Tra. and Demo.	American Library Association meeting AAEC Publications and Dissemination	Speakers Dissemination Participation	Chicago, IL
13	Interest Lib/AEd. Tra. and Demo.	Rosary College, Library Science Seminar	Speaker Trainer Consultant	Chicago, IL
16-17	Awareness All levels	Kentucky Association for Continuing Education Annual meeting	Speaker Participant	Frankfort, KY

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
14-15	Trial Interest	Library/ABE Planning Session	Planning Training	Spartanburg, SC
15	Awareness Lib/AEd.	Library/ABE Awareness Session	Conductor	Brandenburg, KY
17	Awareness Community Ed. All levels	Kentucky Association of Health, Physical Education and Recreation Conference AAEC Community Schools	Speaker	Louisville, KY
19	Interest Awareness	Library/ABE Workshop	Conductor	Shakertown, KY
20	Interest Trial Community Ed.	Community Education Planning Session	Planner Trainer	Ashland, KY
25	Trial Right to Read Community Ed.	Development of Project Work Statements and Objectives In-service training of Leadership	Training Monitoring	Ashland City Schools, Ashland, KY
27	Trial Right to Read Community Ed.	Community School and Project Staff Planning with Morehead State University Department of Recreation	Training Consultants	Montgomery County Community Schools, Mt. Sterling, KY
25-30	Awareness All levels	National Community School Education Association Conference	Speaker	Baltimore, MD
25	Awareness Interest All levels	National Right to Read Planning on Adult Centers	Speaker Booth Dissemination	Washington, D.C.
27	Awareness Lib/AEd. Tra. and Demo.	Adult Education Workshop	Speaker (OH)	Cincinnati, OH
30	Training Right to Read Community Ed.	Sub-contract Negotiations	Contractors	Ashland, KY
30	Interest Lib/AEd. Tra. and Demo.	Presentation of Paper National Reading Council	Speaker Paper	Houston, TX

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
DECEMBER				
2	Trial Interest	Library/ABE Planning Session	Planner Trainer	Kanawha, WV
5	Interest All levels	Mr. Ted Cook, Regional Project Officer, DHEW Region IV, Adult Education	Orientation	Morehead, KY
6-7	Right to Read All levels Awareness	National Right to Read Conference	Participation Speaker Dissemination	Washington, D.C.
5	Training Right to Read	Monitoring AAEC Projects Monograph Preparation	Monitoring Writing	Piketon, OH
14	Training Right to Read Community Ed.	Ohio Project Field Test of AAEC Interim Report Guidelines	Monitor	Piketon, OH
17	Training Right to Read Community Ed.	Finalize Sub-contract and negotiations	Contractor	Ashland City School Distric Ashland, KY
18	Trial Interest	Library/ABE Planning Session	Planner Trainer	Boone Cty., KY
20-21	Awareness Interest Lib/AEd. All levels	AEA Conference of ABE 100+ Conference Planning	Planner	Louisville, KY
21	Interest All levels	Dissemination of AAEC Projects and Activities Representatives of Region II and IV	Disseminator Consultants	Louisville, KY
27-28	Training All levels	Video Tape PRODUCTION Evaluation in ABE	Consultant Trainer	Baltimore, MD
	Awareness Community Ed.	University of Alabama Workshop	Speaker (AL) Disseminators	University of Alabama, Al
JANUARY				
2	Awareness Interest Lib/AEd. Tra. and Demo.	Bureau of Libraries and Learning Resources Dissemination of all AAEC Projects	Disseminators	Washington, D.C.
9	Training Right to Read Community Ed. Lib/AEd.	Finalize Work Statements and Objectives Sub-contract completion	Contractor	Owensboro City School District, KY

DATE	LEVEL AND AREA	ACTIVITY		AAEC ROLE	LOCATION
JANUARY					
10	Interest Training All levels	ABE Teacher Institute, Tuskegee Institute		Training	Tuskegee, AL
10-11	Trial Interest	Library/ABE Planning Session		Planner Trainer	Johnson Cty., KY
15	Interest Community Ed.	Strategies for Community School Development		Consultant Speaker	Morehead, KY
16-17	Training Right to Read Community Ed.	Conduct two-day planning session		Trainer Planner	Ashland, KY
16		Prepared and Submitted a CONTINUATION PROPOSAL, Section 309(b)		Writers	Submitted: Washington, DC
21	Training Right to Read	Assessment of Coping Skills Categories		Trainer	Ashland, KY
21	Awareness Interest Lib/AEd. Tra. and Demo.	Midwinter Conference, American Library Association		Speaker Participants	Chicago, IL
25	Interest All levels	ROPES, Region IX Community School Concept		Speaker Consultant	Clearfield, KY
24-25	Interest All levels	National Adult Basic Education Conference		Speaker	Piney Point, MD
28	Interest Right to Read Lib/AEd. Tra. and Demo.	National ABE Conference, 100+ Planning Committee Activities		Speakers Planning	Louisville, KY
FEBRUARY					
1	Training Right to Read Community Ed.	Community School Activities Planning Session		Planner Trainer	Ashland,
6-8	Awareness Interest All levels	Resource person for Kentucky State Department of Education: Adult Learning Center Conference		Consultant	Bowling Green, KY
12-15	Interest Lib/ABE Tra. and Demo.	ABE/Library Board and Regional Board of Directors' Meeting		Presentations	Cincinnati, OH

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
FEBRUARY				
19	Interest Community Ed.	Visitation of Dr. George French and Dr. Bascombe Woodward of Jasper, Alabama to discuss Community development	Visitors	Morehead, KY
21-22	Training Lib/AEd.-T	Participate in two-day planning session, Wheeler-Basin Regional Library	Trainers	Decatur, AL
21-24	Awareness All levels	Workshop, Colorado ABE Supervisors	Participant Speaker	Denver, CO
25-26	Trial Interest	Library/ABE Planning Session	Planner Trainer	Craft Mercer, WV
26	Awareness Adult Ed.	Meeting of Program Planning Committee for National Conference on ABE	Consultant Planner	Louisville, KY
27	Awareness	Commission on ABE	Participant	Ball State, IN
27-28	Trial Interest	Library/ABE Planning Session	Trainer Planner	Beckley, WV
28 to March 1	Right to Read	Monitoring Community Education and Right to Read Project	Monitor	Piketon, OH
MARCH				
14	Awareness	Operation RAPSKILLS North Carolina Project	Participant	Piketon, OH
17-19	Training Lib/AEd. Demo.	Review Memphis site	Monitor	Memphis, TN
18	Interest Training Right to Read Community Ed.	Meet with Ashland Board of Education	Planner	Ashland, KY
18	Lib/AEd. Tra. and Demo.	Meet with State Director of ABE and State Librarian	Tech. Assistance	Frankfort, KY
20	Training Lib/AEd. Demo.	Visit library project and work with home instruction aides	Tech. Assistance	Prestonsburg, KY
20	Awareness All levels	Committee Meeting for National Conference on ABE	Planner	Louisville, KY
21-22	Lib/AEd. Tra. and Demo.	Library/ABE Planning Session	Training	Breathitt Cty. KY
22	Lib/AEd. Tra. and Demo.	County Fair	Promoter Disseminator	Cincinnati, OH

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
APRIL				
4-5	Awareness Lib/AEd. Tra. and Demo.	Attend public library section Meeting of Kentucky Library Association	Participants	Mammoth Cave State Park, KY
8	Interest All levels	Contract Negotiations	Contractor	Washington, D.C.
9	Awareness Lib/AEd. Tra. and Demo.	Guest Lecturer for Public library class, College of Library Science , University of Kentucky	Trainer Speaker	Lexington, KY
10-12	Lib/AEd. Tra. and Demo. Right to Read Community Ed. GED	National ABE Converence: Presentation and Workshop participants--planning committee	Speaker	Louisville, KY
17-18	Interest Trial	Library/ABE Planning Session	Trainer Planner	Washington Cty. KY
18	Community Ed. Awareness	Community Education Graduate Class	Speaker Trainer	Morehead, KY
22	Training Lib/AEd. Tra.	Assist in library coping assessment Greenup Public Library	Trainer	Greenup Cty., KY
22-23	Awareness Interest	Participate in AAEC library/ABE planning session	Trainer Planner	Lexington, KY
22-23	Interest Training Lib/ AEd. Tra.	Work with State Library, Planning Session	Trainer Consultant	Columbus, OH
25	Awareness Community Ed.	Community Education Graduate Class	Speaker Trainer	Morehead, KY
25-26	Awareness Interest Lib/AEd. Tra. and Demo.	Participate in Community Information and Referral Workshop	Participant	Huntington, WV
26	Training Right to Read Community Ed.	Visitation Project	Monitor	Camargo, KY
	Awareness Interest All levels	International Reading Association	Speakers Participants	New Orleans, LA

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
MAY				
1	Awareness Interest	Adult Education Regional Meeting	Speaker	Michigan
2	Interest Awareness All levels	Presentation at Alma College: Community School Directors	Speaker	Alma College, MI
2	Awareness Community Ed. GED	Community and GED Planning Session	Planner	Laurel Cty., KY
2-3	Training GED	Meeting with ABE Program Supervisors and SDE	Promotion	Middlesboro, and London, KY
3-4	Awareness Lib/ AEd. Tra. and Demo.	Presentation at IRA Convention	Speaker	New Orleans, LA
4	Training GED	Community Education and GED Planning Session	Promotion	Maysville, KY
8	Training Community Ed. Right to Read	A visitation by Andy Frowine Community Education Project Director, Piketon, Ohio	Training	Morehead, KY
9	Awareness Community Ed.	Eastern Kentucky Association of School Administrators Community School Concept	Speaker	Ashland, KY
9-10	Training Right to Read Community Ed.	Visitation Community Education and Right to Read Projects	Monitor	Owensboro, KY
13	Awareness Lib/AEd. Tra. and Demo.	Marshall University for West Virginia Library Commission Special Course	Trainer Speakers	Huntington, WV
14	GED	Visitation and setting up data collection sites, KET/GED series with State Department	Monitor Promotion	Ashland and Prestonsburg, KY
14	Awareness	Read Proposals, USOE	Reader	Washington, D.C.
15	Training GED	Community Education and GED Planning Session	Monitor	Floyd Cty., KY
15-17	Interest All levels	State Directors of Adult Education and Regional Program officers	Speakers	Washington, D.C.

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
MAY				
16-17	Training GED	Visitation, setting up data collections, KET/GED Series with State Department	Monitor Monitor	Lexington and Louisville, KY
17	Training Lib/AEd. Demo.	Ohio ABE/Library Project	Monitor	Cincinnati, OH
18	Awareness Interest	Reader panel at Rutgers University Life Skills Conference	Participant	New Brunswick, NJ
19-27	Interest All levels	National ABE Workshop	Consultant	Monterey, CA
20-21	Training Lib/AEd. Tra. and Demo.	Visitation ABE/Library Projects	Monitor	Columbia, SC
20-23	Training Lib/AEd. Tra. and Demo.	Visitation and Budget Review	Monitor	Memphis, TN Birmingham, AL Atlanta, GA Northeast, GA
21	GED Lib/AEd. Demo.	Exploration Library/ABE Potentials and GED Study	Promotion	Tupelo, MS
20-25	Interest All levels	Human Resources, Research Office DHEW Regions IX and X Staff Development in Adult Education	Consultant Speaker	Monterey, CA
28	Interest Right to Read	Right to Read Conference	Speaker	Washington, D.C.
28	Lib/AEd. Tra. and Demo.	Visitation, Project Coordinators	Reporter	Washington, D.C.
31	Awareness Lib/AEd. Tra. and Demo.	Class in Library Science for Kentucky Librarians	Training	Morehead, KY

DATE	LEVEL AND AREA	ACTIVITY	AAEC ROLE	LOCATION
JUNE				
4	Interest GED	Project planning for 309(b) ETV-GED	Planners Tech. Assistance	Lexington, KY
4-6	Awareness Interest Lib/AEd. Tra. and Demo.	Florida State Library Statewide Workshop	Consultant Trainer Tech. Assistance	Miami, FL
6-7	Awareness Interest All levels	Iowa State Department of Education, ABE	Consultant Speaker Tech. Assistance	Des Moines, IA
11-14	Awareness Interest Lib/AEd. Tra. and Demo.	Mississippi Library Commission Workshop on Disadvantaged	Orientation Consultant Tech. Assistance	Moorehead, MS
12-13	Awareness Lib/AEd. Tra. and Demo.	Mississippi State Library	Tech. Assistance	Moorehead, MS
17-18	Awareness Community Ed.	Community Education Workshop	Trainers	Morehead, KY
17-18	Interest Community Ed.	Guest, Maurice Seay, Consultant Community Education Workshop		Morehead, KY
28	Awareness Lib/AEd. ~~Tra. and Demo.~~ Interest	Lexington Public Library: Planning for Coordination of Library and ABE	Planning Tech. Assistance	Lexington, KY
UNDATED: PERIODIC				
Summer & Fall	Awareness Interest	Tennessee Adult Education Association Conference	Speaker Trainer	TN
Spring	Awareness Interest Lib/AEd. Demo.	Southern Regional Education Board, Adult Education Project	Speaker Orientation	Atlanta,
Fall	Awareness Lib/AEd. Demo.	ABE Teacher's Conference		Homewood, TN
	GED Right to Read Community Ed. Lib/AEd. Demo. and Tra.	Radio Talks (taped and live) Interviews (14) TV interviews (taped and live) (9)		AL, TN, KY, SC, OH, GA, WV

5. What kinds of state dissemination did the AAEC undertake in the four states which received intensive institute-dissemination services from the AAEC?

Alabama

The AAEC Alabama trainer, Ann Gwin of the Birmingham Public Library, and an AAEC central staff member met with the state librarian, Elizabeth Beamguard and her staff, the state director of adult education, Norman Parker, interested library science faculty, and others to decide upon the means of advertising the series and the method of selecting the Alabama institute-dissemination sites.

Regional librarians were invited, as a consequence, to a one-day preliminary awareness level meeting at which the particulars of the training to be offered through the AAEC series were explained. The meeting was hosted by the Graduate School of Library Services, University of Alabama. Five of the seven regional training sites in Alabama participated in the training institutes as a result of the Tuscaloosa workshop. Two of the sites, both independent libraries, were recruited through the efforts of the Alabama Public Library Service and the area ABE supervisor.

Kentucky

The AAEC Kentucky trainer, Roland Jones of the Floyd County Board of Education, and two AAEC central staff members met with the state librarian, Margaret Willis and her staff, state ABE personnel, a representative from the College of Library Science, University of Kentucky, Larry Allen, and others to design a state training plan. The AAEC staff was invited to speak to the regional librarians at their quarterly regional meeting. Project

staff described in detail the purpose and methods of training to be used in the AAEC training institutes. The regional librarians were the recruiters of the institute-dissemination sites. Form letters of invitation were also sent to the regional librarians with extra copies for the local libraries in their regions.

South Carolina

The AAEC South Carolina trainer, Eunice McMillian of Richland County School District #1, and an AAEC central staff member met with the state librarian, Estellene Walker, local ABE personnel, a representative of the College of Librarianship, University of South Carolina, William Summers, and others. Miss Walker included a description of and invitation to the AAEC institute series in the state library newsletter. Letters were mailed to forty libraries. Mrs. McMillian appeared on an educational television talk show to talk to adult educators and librarians throughout the state. She also spoke at a regional adult education workshop to which librarians had been invited. Follow-up telephone calls were made. All interested libraries received training.

West Virginia

The AAEC West Virginia trainer, Phyllis MacVicar, met with the state librarian, Frederic Glazer, the state director of adult education, Lowell Knight, and others. Tentative sites were chosen at that meeting. Sites were recruited through a letter signed by both Mr. Glazer and Mr. Knight. Mr. Knight also wrote to the local ABE coordinators urging them to assist their local libraries in this venture. Later Miss MacVicar recruited two libraries directly.

6. What were the pre-institute preparations? What were the problems and solutions?

Letter of Agreement

In addition to the above preparations, each site was required to sign a letter of agreement with the AAEC stating that the library was indeed interested in expanding its services to disadvantaged adults and that it was interested in engaging its whole staff and all of its trustees in this effort. This letter is nonbinding, but ensured that the policy-makers of the library were privy to the decision to participate in the institute-dissemination series and (hopefully) understood the AAEC series. The letter of agreement was signed by the head librarian and the head of the local board of trustees. The need for this letter was brought home early in the development of the series when it became clear that enthusiastic bookmobile and extension librarians were prepared to commit their libraries to the series.

Awareness Sessions

It was discovered that, in many cases, an on-site awareness level session with the head librarian, the board of trustees, and the local director of adult education was needed before the actual planning session. In an awareness session, the trainer describes the services. Some initial planning is done. The AAEC resisted these advance meetings for a long time. It was feared that the library policy-makers would get locked into a few ideas based upon the trainer's demonstration project--which might not fit local needs. It was believed that the initial planning should be in the open community meeting. However, to prevent inflated or otherwise erroneous expectations of the AAEC services on the part of the local libraries, the

preliminary awareness level meeting has been instituted for almost every site in 1974-75. In Mississippi and Ohio these are accomplished by a state library representative.

A Demographic Community Profile

Next, the head librarian is asked to prepare a short paper-and-pencil demographic profile of his/her service area. (See Appendix C for the format.) The trainer also prepares one independently of the local library, usually with the help of the state library. This step was found necessary because local staffs (both library and other public services) proved to be woefully uninformed about the statistics of their service area. The development of the demographic profile proved to be a good occasion for the local head librarian to get acquainted with the local director of adult education, if one existed and they were not already acquainted. Usually the local ABE/GED director had the statistics the librarian was looking for. Having the trainer also develop the demographic profile served two purposes: (1) the trainer did not go into a community totally uninformed; and (2) it gave a check and a supplement to local figures. In some libraries where there were no professional librarians, this exercise was very threatening--in fact a few nonprofessional head librarians refused to do it. Occasionally two of the trainers neglected this step which proved detrimental to the development of realistic plans and true utilization of the training and AAEC dissemination activities. It is interesting to note that in both 1973-74 and 1974-75 the local librarians tended to understate the intensity of the problem of under-education, poverty, and unemployment as revealed in the 1970 census or more recent figures. In no case did the local figures paint a more dismal

picture than the trainer's figures but in many cases the opposite was true. There has been a consistent underestimation of the severity of the local problems of undereducation and poverty. Whether this comes about through local pride and unwillingness to face the severity of the local problems, or through some other cause can only be speculated upon.

Client Participation A step missing in the 1973-74 series which was brought to light forcefully in the Cincinnati Advisory Board meeting was communication between the library staff--particularly the head librarian--and disadvantaged adults about their needs and desires in terms of library services. A few librarians had accomplished this as a matter of course as part of their work. Others had not, did not, and were not asked to by the AAEC during 1973-74. This became a requirement in 1974-75. The result in 1973-74 was that plans were laid about and for disadvantaged adults rather than with them--which can only continue a dependency pattern in absolute contradiction to the objectives of the AAEC projects.

Training of Trainers The AAEC trainers and local library, state library, and ABE staffs had met even before the funding of the institute and of the demonstration to lay plans and engage in mutual training. This meeting proved more of a fishing expedition than anything else. The trainers did not rate it very high in overall usefulness. However, they did say that the role-playing of a community planning session later proved very helpful.

7. Why was the institute-dissemination series developed in a non-traditional format?

In developing the design for the institute-dissemination series, several kinds of considerations were taken into account:

1. Short-term workshops without follow-up seldom allow for either the readiness or for the reinforcement known to be needed by adult learners.
2. Librarians engaged in in-service training are adult learners.
3. Adult learners seldom can implement abstract, general ideas into practical programs without the provision of detailed alternative methodologies.
4. Program change is seldom accomplished as the result of print alone.
5. It is difficult, if not impossible, for one staff member to convince all his/her fellow-workers that the methods s/he learned at a workshop, institute, or college course are appropriate to the local library.
6. It is equally highly unlikely that a workshop designed for representatives from different localities can take all local conditions into account with the necessary specificity. Local constraints and resources differ too widely.
7. Management by objectives is a structured method for proceeding with program change.
8. If the whole staff has had an opportunity to engage in the planning and to agree to the objectives and activities of a proposed program change beforehand, there is an even greater likelihood that positive change will occur--without grave internal upheavals.

9. Local library staffs should be more successful in attracting disadvantaged adults to well-designed services if the libraries have the advice, the consent, and the general awareness of representatives of other agencies and institutions in their communities.

   This consideration was the result of experience. The AAEC has found in planning meetings for both its library and its adult education demonstration projects that even experimental services cannot be designed outside of the context of other local public services--nor even with educated guesses about them. The involvement of other agencies from the outset cuts down on unnecessary duplications of services, on needless turf problems, and allows for the development of realistic services for which there is the greatest need--taking into account the staff and financial resources of the local library.

10. In many communities an outsider (whether termed a trainer, a consultant, a resource person, an expert, a technical assistant, or a specialist) can act as a catalyst--speed up the process of change. Sometimes the technical assistant (or trainer as they are called in the AAEC institute-dissemination series) has the effect of prompting the application of information and knowledge already available to--but not in use by--some of the library staff. In other instances the technical assistant must supply some or all of the needed information. However, the technical assistant must be of an intensely practical and realistic nature--well able to distinguish between want-to-do and capable-of-doing-given-the-circumstances. The trainer can act as a learning organizer, helping the local librarian draw from an array of print, consultants, and other resources those experiences

that will take the library most directly to its goals.

11. Exemplary practice must be readily available to trainees if they are to understand the possibilities of different methodologies. The provision of exemplary practice, in the form of the AAEC library demonstration projects, is one form of the trial level training and dissemination of the intervention model considered necessary by the AAEC for the improvement of practice.

8. What are the unique features of the institute?

Component 1: Preplanning

The institute-dissemination series has three main components, two of them much better developed than the third.

The AAEC institute-dissemination model for the in-service training of public librarians in services to disadvantaged adults is a workable short-term method of producing change in a public service through whole-staff intervention and training. The model is presumed to be capable of separation from the intent and content of these particular training goals (services to disadvantaged adults). It should be usable for training in other areas of public services--particularly for adjusting those services to the needs of special publics such as the elderly, children, young adults, the institutionalized, the handicapped, young mothers, employed workers, etc.

The first component has already been described under pre-institute preparation. That component includes awareness level sessions, interviews by library staff members with disadvantaged adults, and the development of two demographic profiles of the local library service area.

Component 2: The Two-day Planning Session

The second and main component consists of a two-day community planning session. The head librarian is asked to mount this session. The AAEC now suggests people (job roles) from the community who perhaps should be invited and urged to attend. (See Appendix D for Suggestions for Rural and for Urban Community Personnel to Be Involved in Two-day Planning Sessions.) These lists, which have been revised with experience, were lacking at first. It will be noted that ABE students and graduates are suggested attendees. A further, needed modification in the two-day planning structure that needs to be made is to urge other agencies to bring their clients to the two-day planning meeting so that the clients themselves can be involved in the plans of and advice to the library.

Participants

Invitations to participants are made in different ways. As was mentioned above, the AAEC believes all of the library staff and trustees, library system-wide, must be involved in the two-day planning session as much as other duties allow. This is basic to the AAEC design. As a matter of fact, an early warning system has been defined by the AAEC based upon this requirement. It has been the experience of the AAEC that if the head librarian is resistant to involving the trustees, there will generally be problems at the site--either lack of commitment to services to the disadvantaged (despite the request to the AAEC for training), internal staff dissension, or other troubles too numerous to name. There isn't much the trainer can do about it, however, except to make a very strong case for trustee involvement and to be alerted and sensitive to group dynamics.

Community participants are usually first invited by letter with a telephone back-up call in many cases. In one library the trustees split up the list of invitees and each called a group. The meeting is not considered totally successful by the AAEC, regardless of its results, if a wide range of community agencies are not represented at it. Their input and the development in their minds of a new role for the public library are too important.

The Trainers

The two-day planning meetings are chaired by an AAEC trainer or central staff member. In each state the central staff member chaired the first planning meeting, assisted the state trainer with the second, and then usually the trainer was on his/her own. However, the Alabama trainer usually had the help of state library personnel; the Kentucky trainer often was aided by an AAEC central staff member. One time the South Carolina trainer helped the Alabama trainer and another time the Alabama trainer helped the West Virginia trainer. It has been found, not surprisingly, that occasionally, unless carefully guarded against, the in-and-out nature of the trainer can be deletorious. Inflated enthusiasm on the part of the local library staff and community participants can be engendered by the trainer either through positive concern for the target population or through local pride. This excessive enthusiasm can lead to overly ambitious and unrealistic library program plans. Demoralization of the library staff and local library patrons can occur later when these plans cannot come to fruition.

Also, the AAEC has found that services to the disadvantaged can carry a negative emotionalism in some communities which can erupt in a nonproductive

fashion in the absence of--or sometimes in spite of--an alert and sensitive technical assistant. On the other hand, since the trainer does not live in the community s/he can sometimes mouth the hard truths or do the necessary probing to air community conflicts which are hindering the expansion of services to disadvantaged adults. The external evaluators mentioned " . . . staff members occasionally insensitive to state and local people concerned with the project." There were times when the staff deliberately appeared insensitive with the philosophy that conflict is not necessarily unhealthy.

Format

The following format was developed for the two-day planning sessions after the first planning sessions in the states. One of the complaints of the AAEC state trainers in their final reports was that the need for this protocol was not anticipated so that it was not available at the on-set of training. Unfortunately, hindsight is usually better than foresight.

First Day

1. Introduction by the head librarian.

2. Introduction of all the attendees--names and roles in the community. These introductions continue as new people come into the group during the two days.

3. A brief orientation to the meeting. This includes this format of the meeting.

4. Brief summary by the chairperson of the AAEC findings and philosophy. Salient facts from this overview are repeated during the course of the meeting as new faces appear.

5. A long review of the needs of the community. This is a general brain-storming and discussion session. The chairperson stays out of it as much as possible. Usually it begins with the head librarian reviewing the figures and information in the demographic profile which is available to all of the participants. No ground rules are laid for this session. The chairperson may ask searching questions of the group or of specific agency representatives, e.g., "Does adult education find that they are reaching the true nonreaders?" "Has the welfare list and the unemployment rate changed radically in the last year?" "What specific kinds of problems do your clients relate to you?"

6. A review of the resources in the community already dealing with the previously identified needs. It is difficult to get the group to put off this step until after needs have been identified. It seems to be the natural tendency of people to say, "This is what I do " before they explain why it should be done.

7. A review of library services. This acquaints the community with the services that the library is already offering to disadvantaged adults (about which the community is usually not well informed), allows the staff to review their use of the library's financial resources in terms of services to different publics within the community. This review includes a look at a map of the service area and where and when services are available.

8. A list of unmet human needs has been growing as the day progresses. These are not necessarily needs which the library can or should meet. At the end of the day the chairperson reads back the list that the group has identified, asking for feedback about the accuracy of the list and for any additions.

The first day is spent almost entirely at the awareness level. In fact its purpose is to make the community representatives, including the library staff, more aware of and more sensitive to the needs of the community, how the services fit together, and where the slippage is. The day is deliberately brought to a close at the point where no solutions have been offered. The AAEC has found that a break at this point allows people to reassess their positions, to talk with each other, and to make some private decisions about the degree to which they are willing to change. It also allows for additional thinking about community needs. While efficacious, however, it is not a comfortable breaking point. The AAEC trainers tend to come away disheartened, as do the other members of the group. Usually, some of the group members talk to people who were not at the meeting and often bring them to the meeting the second day.

On four occasions the group has decided not to continue the planning session beyond the first day--twice at a potential demonstration project and twice at institute-dissemination sites. At one demonstration site there was the realization that the first priority of the staff was to replace a century-old library building. Until that was accomplished, they could see no way to expand services. At the other site the head librarian said quite frankly that she didn't want "those people" in her library. However, the state library in her state reported at the end of the year that she had made a change in direction and was implementing services to disadvantaged adults. In one of the institute-dissemination sites the library staff realized by the end of the first day that their priority was so overwhelmingly children's services, that they were not

interested in going on. However, a few months later they asked for a second planning session and did implement services to disadvantaged adults. At the other institute-dissemination site, a major break-in occurred in the library the evening of the first day which wiped out all other considerations. Shortly thereafter the head librarian became very ill and the institute-dissemination session was never reinstituted.

Second Day

The second day is devoted to in-depth planning of services that the library will develop for disadvantaged adults.

1. AAEC findings are summarized for newcomers, as are the list of community needs defined by the group on the first day.

2. Any new resource people introduce themselves and explain their services in light of the needs described.

3. The service goal concerned with library materials is developed in detail--who will do what and how.

4. The other needs are developed into service goals and specific activities as the group, but most particularly the library staff, decide that the library is the appropriate institution to meet that need. The group is urged to think and plan in terms of community information, outreach services, coordination with adult education, and other service activities beyond the "house of books" image of the library held by traditional thinkers. The view of the library as a public service institution is new to many.

Occasionally it is difficult to get the group to stop discussing at an abstract level and get down to the business of laying detailed and realistic plans. An attempt is made to get all negative staff feelings

aired and all internal and external constraints on the table so that the plans truly fit the realities of the local library.

5. At the end of the day the service goals and specific activities that the group have planned are put up on a flip chart for them to see and to review. Generally they are pleased with their efforts although somewhat overwhelmed with the tasks that they have set themselves.

Work Agreements

After the planning session, the trainer writes up a work statement or agreement based upon the plans of the group during the two days. These work agreements list all who attended the session; a brief overview of the problems of the community as defined by the group; and then the service goals with their specific activities and staff knowledge needs that the group had decided upon. Copies of this work agreement go to each person who attended the planning meeting for his/her feedback. It also goes to those invited who could not attend, especially to all of the trustees. Usually at this point the trustees meet to discuss the work agreement, since it almost always entails some policy changes. After this time for feedback, the library staff starts implementing the objectives with the support of the AAEC trainer and usually with state or regional library staff help also. Volume III of this report includes the thirty-two work statements and end-of-the-grant-period status of each service goal.

The work agreements are developed and written with flexibility in mind. The goal is expanded library services to disadvantaged adults, not a wedding with specific techniques. The plans are aimed at the expansion of services that are responsive to patrons' needs. Therefore, methods of tapping patrons' opinions are discussed in the planning session.

Component 3: Follow-up

The third component of the AAEC institute-dissemination series has not been as well developed as the other two, although two of the four trainers were very conscientious about the third component. The third component involves the follow-up or supportive activities after the two-day planning sessions.

Theoretically, all library staff members at each site were to be contacted with materials, consultants, and field trips to a relevant demonstration or other sites. In reality most of the post-community-planning session contacts with the local library are made to the head librarian in the small libraries and perhaps also to the extension and/or bookmobile librarians in the larger libraries. Also, there has been a very heavy reliance on print to fill the knowledge needs of the librarians about how to implement their plans. Since the four trainers were directing four demonstration projects at their home bases as well as working with thirty-two institute-dissemination sites, it is no wonder they made no more follow-up trips than they did. The two Southern trainers made about ten return trips to the sites. However, the same trainers made on the average of six follow-up phone-calls to each site in addition to sending piles of materials to help with specific service goals and activities.

Ten sites had field trips to other sites to allow for cross-fertilization between projects. For example, a South Carolina and an Alabama site each sent staff members to the Kentucky demonstration to study night bookmobile services to disadvantaged adults. Four Alabama sites sent staff members to the Birmingham demonstration to observe exemplary practices.

Alabama librarians visited South Carolina. Kentucky library staff members visited the Ohio demonstration.

In addition, two state trainers arranged further formal training. The Alabama trainer mounted a workshop for volunteers to complete the objectives of one site. The West Virginia trainer developed a state-side training session on community information and referral centers in response to a need of most of her sites.

In summary, the AAEC institute-dissemination series was unique--in organization, methodology, and mechanics of participant selection, as well as in its goal of actual program change.

Evaluation of the Two-day Planning Sessions

Two hundred and fourteen of the 417 participants attending the community planning sessions completed questionnaires about their experience. Their responses are summarized below. Again, the development-versus-implementation difficulties of one year funding prevailed. The questionnaire was not available until several of the planning sessions had been held, so the data is incomplete.

QUESTIONNAIRE SUMMARY

QUESTION 1: What problems in your community make it difficult to provide library services to disadvantaged adults?

The problems listed below are those identified most frequently by all the planners in the four states. Transportation is listed first because it was named most frequently. The other problems are listed in descending order of frequency.

1. Transportation
2. Lack of interest by disadvantaged
3. Lack of funds by library

4. Lack of library staff
5. Poor reading ability among disadvantaged
6. Disadvantaged don't know what library can do for them
7. Library not open at hours convenient to disadvantaged
8. Job layoffs
9. Lack of communication between disadvantaged and library
10. Political problems in the community
11. Security problems
12. Lack of space in the library
13. Race relations.

QUESTION 2: *Do you believe your library should expand its services to disadvantaged adults?* 180 *yes and* 15 *no. The reasons given most frequently were:*

1. To help the disadvantaged
2. To improve the community
3. The library is there to serve everyone

QUESTION 3: *Do you belive outreach services are important to your community?* 192 *yes and* 5 *no.*

* * * * *

Questions on the Planning Session

QUESTION 1: *Did the planning session make you aware of the need for expanded public library services for disadvantaged adults?* 172 *yes and* 19 *no.*

QUESTION 2: *Was the purpose of the planning session clear to you before you attended it?* 87 *yes and* 97 *no.*

QUESTION 3: *Were the resulting objectives developed in the two-day planning session appropriate, based on: (a) the service needs of your community?* 161 *yes and* 6 *no,* 1 *somewhat. (b) the information needs of your community?* 160 *yes and* 6 *no.*

QUESTION 4: *Are the service objectives developed in the two-day planning session very difficult from present services for other special groups in the community?* 67 *yes and* 90 *no.*

QUESTION 5: *Were the two days of planning long enough to accomplish the writing of objectives for expanding library services to disadvantaged adults?* 147 *yes and* 18 *no.*

QUESTION 6: *Did the planning session stimulate you to plan programs you would not have planned without it?* 136 *yes and* 34 *no.*

QUESTION 7: Did the planning session make you aware of other agencies in your community which provide services to disadvantaged adults? 150 *yes and* 29 *no.*

QUESTION 8: Did the planning session influence you to set objectives you really do not want? 36 *yes and* 140 *no.*

QUESTION 9: Do you feel the planning session was important to you? 156 *yes and* 18 *no.*

Evaluation of the Follow-up

Data on the degree of satisfaction of the participants with the follow-up activities after the community planning session is somewhat lacking due mainly to misinterpretations of an AAEC questionnaire for that purpose. Several sites in South Carolina reported that Mrs. McMillian was available when needed and had been able to provide the information requested. The libraries reporting from Alabama rated the services of Mrs. Gwin *"very useful"* to *"invaluable"* (their words) and spoke particularly of her post-planning session activities. The West Virginia libraries judged Mrs. MacVicar's efforts generally as creating an awareness of alternative ways of serving disadvantaged adults, and on a few points they judged her help *"invaluable."* No direct feedback from the local libraries was obtained from Kentucky. However, the State Library of Kentucky has let a state grant to the AAEC to continue its institute-dissemination activities at seven more sites in 1974-75, which can certainly be judged as positive feedback.

9. How was participant orientation arranged?

The orientation of the head librarian, of the trustees, and of the local adult education staff has been dealt with above. The orientation of the local participants prior to the community planning meeting has,

of necessity, been left up to the local librarian. No one else could do it. It would be inappropriate for either state level or AAEC staff to assume this function. The AAEC did give advice on what to include in the invitations, but had to rely upon the judgement of the local librarians about the proper methods of involving his/her community. As mentioned, at the planning meeting there is a brief period or orientation about the institute and the AAEC thinking about services to the disadvantaged. Where there was a telephoned invitation in addition to a letter, the participants seemed more aware of the purpose of the session.

Despite the responses to Question 2 in the survey above, the results of the full questionnaire seemed to indicate that the participants were sufficiently oriented to the meeting upon arrival. Any questions that the library staff had prior to the planning session seem to have been cleared up at most sites.

10. What were the physical facilities of the institute-dissemination series like?

One point that should be made is that the AAEC institute-dissemination techniques can be applied to any size library, urban or rural. All ages and conditions of libraries took part in the series, from library services limited to a trailer truck with no permanent facilities, to a brand new library complete with a velvet canopy over the circulation desk.

In developing services to disadvantaged adults, physical facilities do not seem to be as important as outreach services. However, sometimes a plush new library with a wide expanse of carpet to traverse may prove so disconcerting to an individual without much self-esteem that s/he may turn away. Unfortunately, too many of the undereducated adults of our

country lack self-esteem. In such cases a new facility may be a handicap. This handicap can be overcome easily, however, if library staff makes a practice of moving about the library to greet patrons. Staying behind the circulation desk may be seen as forbidding.

For the needs of the community planning session component of the institute-dissemination series, the most important physical facilities seem to be a large room with good acoustics which can be arranged in seminar style, or at least in a circle so that everybody can both hear and see everybody else. In the smaller libraries where this is impossible, concentric circles seem to serve best. It is better, too, if the facility is fairly centrally located to most of the invitees' jobs, since they generally must take time off from their duties and do not wish to compound that with travel time.

11. How effective were the field trips and practica?

The field trips engaged in by ten or so libraries did not seem to have a very high degree of effectiveness as judged by other libraries implementing similar objectives without the expense of the field trips. Implementation, for example, of a specific objective to develop night bookmobile services to undereducated adults who worked during the day did not progress any differently in sites that did and did not have field trips to the Kentucky project. However, when the Kentucky project director went to a site and spent a day working on the bookmobile with its staff, there was a demonstrable positive change in services.

In fact, the AAEC's original belief in the efficacy of on-the-job training has been more validated at the thirty-two sites. The

management-by-objectives approach with information and support to the entire staff has accomplished the goal of all training of librarians--better library services. Furthermore, the AAEC design has allowed the growth of services without using the library clientele as guinea pigs as the straight practicum approach seems to do. The library staff in training are being paid, are working at their regular jobs, with their own patrons, so there tends to be less "I'll try this out on you" kinds of behavior.

This is not to rule out field trips or practica. In fact, the South Carolina trainer strongly recommended that librarians visit other sites. Under some circumstances they are highly defensible methods of providing trial-level training. However, they are expensive, and since on-the-job whole-staff training seems to bear a greater return and is less expensive, it would seem, where feasible, to be the more rational alternative for preparing librarians to meet the needs of special publics. However, seeing something and touching people and things may be the only way to change some attitudes.

12. What methods were developed for participant communication with the director and staff during the institute? How effective were they?

The AAEC Director's Role

Few of the library-related participants had direct communication with the director (only those present at the four planning sessions which the director chaired or supervised in Alabama and South Carolina). The role of the director in this institution-dissemination series was not seen as that of teacher, but of trainer of trainers. The AAEC considers it much more useful to develop in-state ongoing resource people than to center all attention on

the AAEC staff, which is only available during the grant period.

Contact was through print, nonprint, and personal contact. Almost all communications in the institutes were between the four state trainers and the participants in their states, particularly the community participants. For specific problem-solving, however, two AAEC central staff members occasionally had direct contact with library staff members from the local sites. In the two southern states, the former AAEC trainers are still in touch with some of their institute-dissemination sites although they have gone to other jobs. In Alabama the trainer is tapped as a resource for previously uninvolved libraries as well as continuing the formerly OLLR-funded project under alternative funding. In Kentucky the regional librarian of the former library demonstration project still acts as a resource person, as does an AAEC central staff member.

However, many library and community participants have communicated directly with the Center by mail, asking for different types of information and materials, or simply writing evaluative letters--about ninety-five percent of which are effusive unsolicited thank-you notes. A selection of those letters, including a negative one, appear in Appendix E.

13. What was the ratio of full-time to part-time staff devoted to the AAEC institute-dissemination series?

The Local Project Director's Role

Only one full-time staff person was devoted to the AAEC institute-dissemination series, Susan Schmidt, the AAEC Professional Librarian. This was by design. There is a great difference between doing something and talking about it in the abstract. Therefore, all of the four trainers in the states continued to direct library demonstration projects in addition to serving

as the institute staff. They spent roughly one-third of their time on the institute aspects of their work; one-third on the dissemination aspects; and one-third on running on-going demonstration projects. This differed, however, by state. The Kentucky trainer-director spent a larger proportion of his time on his demonstration than did the other trainers.

Two AAEC staff members also split duties and salary between the demonstration and the institute-dissemination series, to give them a broader perspective. None of the "faculty" of the institute-dissemination series could be termed regular faculty of Morehead State University, since all are employed entirely under federal funding.

Selection of Project Directors

The AAEC has no hand in the hiring of local demonstration and training personnel, other than to offer criteria for selection. The AAEC selects the state; the state selects the local sites; the local sites select their own personnel. The rationale for this approach is two-fold: (1) The AAEC wishes to develop local resource people rather than to bring in outsiders, and it cannot presume to know whom to select in the local area; (2) local resource people create a spread or dissemination of findings past the funding year. If the local site picks a weak staff member, the AAEC does its best to be supportive and to offer extra monitoring and training. Although the AAEC internal and external evaluators viewed the strength of the four trainers as being very different, the external evaluators said,

Clearly, the project in each state hangs by a single thread in the person of the (trainer). And happily for the project, that thread seems to be exceptionally strong in every instance. Circumstances differ markedly among the four states, hence it is undoubtedly fortunate that the operational styles of the directors differ markedly, but in every instance the director has found many ways of promoting the project . . . Each of the (trainers) for the project displayed the rare ability to consider the planning and the suggestions made by the Center staff on the basis of a plan's appropriateness to local and state conditions; and the directors accepted or denied plans in an objective manner. Conversely, the staff of the AAEC was professional in granting the state (trainers) the freedom to use their plans flexibly.

It is of note that in 1974-75 Georgia, Mississippi, Ohio, and Tennessee have assigned state library staff members to work with the AAEC trainers. These state staff members are learning the AAEC techniques and findings so that the state libraries will be in a position to implement the AAEC model in further sites past June, 1975. They are also a tremendous support and help. This seems to the AAEC to be the most insightful use of the AAEC design.

14. What other "faculty" or consultants contributed to the AAEC institute-dissemination series?

AAEC Advisory Board

At a Library-ABE Advisory Board and Regional Board of Directors meeting in February, 1974, the AAEC received advice and recommendations for the institute series and other AAEC projects from many leaders and practitioners in the library and adult education fields. A list of participants and an agenda from that meeting appear in Appendix F.

Morehead State University

In addition to its advisory board and consultants, the AAEC institute series also

received input from professionals in Morehead State University's Department of Adult, Counseling, and Higher Education.

Consultants

In fulfilling the requirement for external evaluation of the institutes, AAEC consultant contracts were let to Mrs. Claire Lipsman (temporary) and to fulfill the contract, the consulting team of Dr. Maurice Seay, Dan H. Cooper, and Ruth H. Seay.

Robert Croneberger and Carolyn Luck of the Detroit Public Library served as consultants on information and referral services to the workshop conducted by the West Virginia trainer for her institute sites.

In addition, the AAEC arranged 27 consultant contracts for the writing and rewriting of the library service guides. Those consultants and the title of the guide for which each was contracted are listed below.

Consultant	Guide
Larry Allen	"In-Service Training of Library Personnel to Serve Disadvantaged Adults" (review)
Lillias Burns	"The Relationship of Disadvantagement to Library Services" (review)
Genevieve Casey	"Service to Institutions: TB Sanitoria, Hospitals, Correctional Institutions, Institutions for the Mentally Ill and Mentally Handicapped" (write)
Robert Croneberger	"Interagency Cooperation Between Public Libraries and Agencies Which Serve Disadvantaged Adults" (review)
Robert Croneberger	"The Library as an Information and Referral Center" (write)

Consultant	Guide
Terence Crowley	"The Relationship of Disadvantagement of Library Services" (review)
Phyllis Cunningham	"Adult Education in the Library: ABE, GED, CLEP, and the Open University" (write)
Jack Ellis	"The Role of the College Library in the Education of Disadvantaged Adults"
Hardy Franklin	"The Relationship of Disadvantagement to Library Services" (write)
Barbara Harris	"Public Library Services to Yound Disadvantaged Adults" (write)
Dale Hawkins	"Audio-Visuals in the Library" (write)
Norma Lightsey	"The Relationship of Disadvantagement to Public Library Services" (review)
Helen Lyman	"Reader Guidance Services for Disadvantaged Adults" (review)
Harris McClaskey	"Library Services to Institutions" (review)
Bernice McDonald	"The Relationship of Disadvantagement to Library Services" (review)
Eunice McMillian	"Book Talks," "Speaker's Bureaus," and "Adjusting School Libraries" (assistance in writing)
Jane Carroll McRae	"Expanding Services to Disadvantaged Adults: Evening and Weekend Hours" (write)
James Nelson	"In-service Training of Personnel to Serve Disadvantaged Adults" (write)
Major Owens	"Client Participation in Expanding Library Services to Disadvantaged Adults" (write)
Mary Jane Reed	"Books-by-Mail Services: Moving the Library to Disadvantaged Adults" (write)
Norma Richey	"Adult Education in the Library: ABE, GED, CLEP, and the Open University" (review)

Consultant	Guide
David J. Roberts	"Reader Guidance Services" (write)
Elizabeth Rulander	"Expanding Library Services to the Elderly" (write)
Leslie W. Sandy	"Adult Education in the Library: ABE, GED, CLEP, and the Open University" (write)
Linda Schnexnaydre	"Adult Education in the Library: ABE, GED, CLEP, and the Open University" (write)
Jose Orlando Toro	"Adult Education in the Library: ABE, GED, CLEP, and the Open University" (write)
C. Lamar Wallis	"Audio-Visuals in the Library" (review)
Kathleen Weibel	"Interagency Cooperation Between the Library and Agencies that Serve Disadvantaged Adults" (write)

15. Were "new" materials used, particularly nonprint, audio-visual, or computer-based?

Nonprint--Useful But Expensive

Other than the Your Public Library kit described above, virtually no nonprint was used in the institute-dissemination series. There was a reason for this. The AAEC has found that most public libraries (perhaps all of those with which the AAEC has had close contact) are underfunded to serve even the advantaged clientele that they are presently serving, which is generally between ten and thirty percent of the population in their service area. They want and need to expand their services to new publics. Nonprint materials are expensive. Greater numbers of patrons can be served with print than with nonprint for a given amount of money.

In addition, a 309 study with which the AAEC is currently involved is finding that only a small proportion of disadvantaged adults can learn from unsupported television--unsupported by human contact, at least by telephone. People--friendly staff members--seem to be more important to good services to undereducated adults than does the form of the materials. The AAEC takes the position that it should demonstrate the most realistic methods possible, or its methods will not be implemented. In some of the rural libraries with which the AAEC has worked, there is not even enough money for a cassette player, let alone a video tape recorder. (Another rural site has been able to obtain and to use admirably a VTR, however.)

On a theoretical basis the AAEC believes that nonprint has the greatest usefulness and appeal to undereducated adults since it speaks to their ears--their current source of information--rather than to their imperfect reading skills. However, it is better to have service than not to have service, and to demonstrate and strongly recommend an unreasonably expensive service is to end up with no service at all. Therefore, the AAEC does as it knows can be done in local libraries and relies heavily on orality and print.

In the AAEC demonstration projects, however, with the help of the Johnson Camden Library of Morehead State University (under its HEA IIa grant) much nonprint was used. As a matter of fact, most materials acquired were nonprint, especially in the West Virginia demonstration.

16. What did the enrollees say were the most significant things that happened to them during the institute?

Impact

Most participants answering the questionnaire said that they now recognized the need for outreach services in the community (N=192).

Other learnings and accomplishments the 214 participants reported as important in descending order of importance are:

2. recognition of the need for expanded library services to the disadvantaged (N=180).
3. increased awareness of the specific needs of disadvantaged adults for special library services (N=172).
4. the development of service goals that were appropriate based upon the service needs of the community (N=161).
5. the development of service goals that were appropriate based upon the information needs of the community (N=160).
6. the whole planning session as important to them personally (N=156).
7. increased awareness of other agencies in the community which provide services to disadvantaged adults (N=150). (It should be pointed out that this particular outcome would have been impossible in a traditional in-university class-room institute, as would numbers 4 and 5 above.)
8. the stimulation to plan programs that they would not have planned without the institute (N=136).

17. What does the AAEC believe were the most significant outcomes of its institute-dissemination series?

Results

1. The exposure to the experiences of other communities attempting services to disadvantaged adults-- which took some of the uniqueness and fear out of the

possibilities for service. (2) The new dialogue among community agencies and the public library, initiated by the library. (3) The new ability of the participants to engage in detailed, collaborative planning and management by objectives. (4) The AAEC products--the Library Service Guides, Your Public Library, etc.

18. What do the participants say they will do differently as a result of the institute?

What the participants said they would do differently is laid out goal by goal, activity by activity in Volume III of this report. That volume is made up of the work agreements of the thirty-two sites.

19. Have arrangements been made for a follow-up?

Phase I--External Evaluation

Yes. The follow-up of the series is four-faceted. The first phase was accomplished by the external evaluators who interviewed forty-eight new library patrons from the four states who could be considered "undereducated." This is, to the AAEC, the acid test--the greatest accountability. Did the patron recognize changes in library services?

The external evaluators, the Michigan Institutional Survey and Consultant Service, reported:

> *. . . The library project had not matured yet to the point where its full impact on clients could be assessed, but inquiries about the impact on individual lives brought to light many reports of success even during the early phases of the current project . . . We heard testimony to the impact of the project on personal lives.*

Phase 2: Year-End Follow-Up

The second facet was the end-of-the-year follow-up on each objective or service goal designed during the planning session. This could not be the last step,

however. Some of the thirty-two planning sessions, of necessity, were scheduled late in the grant year. This meant that the second step in the follow-up occurred at some sites less than sixty days after the plans were laid. Furthermore, the implementation of some of the plans had to be postponed until the next fiscal year to allow for reallocation of resources to services for disadvantaged adults.

Phase 3: Mailed Questionnaire

The third stage was the mailing in January, 1975, of a follow-up questionnaire requesting a reporting objective by objective of progress at the local site, as well as an estimation of the over-all impact of the institute-dissemination on the library and upon the community.

Phase 4: Interviews at the Sites

The fourth stage, planned for the spring of 1975, is a return visit to each of the thirty-two sites with structured interview schedules to talk with the library staff--old and new--(to see if the whole-staff training has a ripple effect on new personnel), community people and undereducated adult patrons.

The fourth step should tell whether the AAEC institute-dissemination design is worthwhile. It is a new budget year; libraries which are slow to implement programs have had a chance to get started; AAEC materials for specific methodologies have been developed and received; and the initial enthusiasm has had a chance to wane. If the services developed for disadvantaged adults at the local planning sessions continue to be implemented in whole or in part, the AAEC will consider the institute-dissemination series a success worthy of replication in other urban and rural areas.

The AAEC considers this follow-up step absolutely vital--the only way to assess the validity of its nontraditional design. Unfortunately, the AAEC received a sixty percent cut in funding between 1973-74 and 1974-75, and the in-depth follow-up that had been planned has had to be abandoned. While the AAEC is still determined to undertake this follow-up, the site visits will have to be very short, which will not allow for the thoughtful appraisal of the institute-dissemination deisgn that the AAEC feels is necessary for true accountability.

20. What were the major strengths of the institute?

Strengths

The major strength of the institute-dissemination series in the AAEC view have to do with the design:

1. the on-site community-tailored training;
2. the whole staff involvement, at least during the planning session (sometimes referred to as "entity" or "whole entity" training--the training of the whole entity or institution);
3. the dialogue with and the advice and consent of the community representatives;
4. the AAEC position that the only true judge of the success of the library training is the patron;
5. the Library Service Guides;
6. the developmental nature of the institute-dissemination series. Sometimes this strength was seen as a weakness by the trainers, however. As needs arose during the course of the project, materials and procedures were developed to meet those unanticipated needs.

Occasionally this developmental stance would call forth, "They can't make up their minds," or "another bright idea" from the over-worked trainers. On the whole, through, the trainers were exasperated with the lateness of the materials and procedures, not with their existence.

21. What were the major weaknesses in the AAEC institute-dissemination series?

Weaknesses

1. The third component of the training (the post-planning session period) was weaker than the other two components in 1973-74.
2. In 1973-74 the lack of client participation in planning and decision-making was a definite weakness. However, in 1974-75 the client advice and input into planning is much stronger at most sites, but the AAEC has not yet found the means of involving clients in active decision-making.
3. Despite carefully laid plans, there was not process evaluation. The evaluators apparently were poorly oriented by the AAEC. Out of ninety-two points planned to be covered in the evaluation, forty were studied, thirty-four were not studied, and eighteen were only cursorily mentioned.

   Despite several long meetings, neither the internal nor the external evaluators could be said to have:

   a. evaluated the institute-dissemination series. The internal evaluation was limited to central organization as it relates to the university over eight years and to one state (Alabama). The

external evaluation addressed other matters than the goals of the project--primarily the library/ABE coordination of the demonstration sites and the need for locally developed materials in libraries.

b. understood rather basic concepts about the AAEC organization and objectives. The external evaluators took the position that funding offered could not cover the continuous feedback of a process evaluation; they only prepared a product evaluation. The funding was found not to be sufficient to cover the geographic region of the project. However, the AAEC did not wish to divert further training programs funds to the evaluation.

The internal evaluator made several puzzling recommendations in terms of the realities of the AAEC situation. For example, despite the eight-year-old policy of the AAEC not to interfere with local hiring, it was recommended that " . . . *The AAEC should make a more thorough investigation of the needs and strengths of a state before it chooses a project director.*" It was also recommended that, "*The AAEC project was an added stimulus and provided financial assistance at a time money was particularly needed (LSCA funds were impounded for example),*" although the AAEC deliberately was not putting money into the sites but encouraging the review and change of service priorities and of the staff time and of financial resources so that new services could continue.

The internal evaluation system required too much data collection--which led to time-consuming paperwork and incomplete data.

4. The two rural trainers were weaker than the two urban trainers, but as noted above, all seemed to be up to their tasks.
5. The slowness of the development of the needed Library Service Guides hindered the implementation of site service goals.
6. At the beginning of the grant year there was a lack of some elements in the first component of the training (the preplanning session stage) which were needed.

22. What were the major problems encountered and their solutions?

Tokenism

1. Those library staffs which had already developed some services to disadvantaged adults prior to the institute (which, it will be recalled, they had requested) were exceedingly difficult to involve in a review and expansion of those services. There was on the part of a few libraries a tokenism concerning services to the disadvantaged adults in their service area which is hard to justify in terms of the large proportion of such individuals to the total population of their service areas. One library, for example, expressed satisfaction and pride over one branch library's services to the disadvantaged. The branch library's services were considered a major effort although it reached only 125 of the 159,000 adults in the library service area who did not have a high school diploma.

Candidly pointing out tokenism--discrepancies between the ideal and the present services--is often all that is necessary to help some of the librarians go forward.

Traditionalism

2. Many of the librarians had a "house of books" concept of the library which can be very hard to overcome. Librarians with this traditional view of the library have tended--in the AAEC experience--to define their jobs in terms of the custody and the control of books, rather than in terms of human or public services. It is difficult to move the group to plan noncustodial kinds of service goals under such circumstances.

Frequent reiteration of the human problems caused by undereducation and poverty that the group has already defined on the first day of the planning meeting often breaks down resistance to the kinds of outreach service goals which have proved to be especially beneficial to disadvantaged adults.

Support

3. The degree of support for the trainer available from the state level varied from state to state. Alabama gave extensive support. South Carolina took more of a "wait and see" stance after cooperating in the recruiting of the sites. The West Virginia State Library sent a staff member more as an observer than an active support for the trainer. Kentucky sent no one from the state library, but the regional librarian was enormously helpful.

As has been mentioned, all of the five states working with the AAEC institute-dissemination series in 1974-75 are exceedingly supportive. Two of the states (Mississippi and Ohio) provide on-site awareness sessions for every site through state library staff, in

addition to the telephone contact from the AAEC to each site. Tennessee sends a state library staff member with the AAEC trainer to awareness sessions. Georgia, Mississippi, Ohio, and Tennessee send state library staff members to every community planning session. Kentucky sends regional librarians to community planning sessions within their regions. The Kentucky regional librarians also attend the awareness-level meetings provided by the AAEC staff.

4. Compensating for the weak areas of each trainer was another AAEC problem. The state library in Alabama, and on one occasion the South Carolina trainer, was able to help Ann Gwin. The ABE staff at the library demonstration project helped Eunice McMillian in South Carolina. An AAEC central staff member gave Phyllis MacVicar extensive help in West Virginia. The regional librarian at the library demonstration project, an AAEC central staff member, and on one occasion the West Virginia trainer helper Roland Jones in Kentucky.

23. Would the AAEC change the objectives of the institute-dissemination series?

Yes. The AAEC did change the objectives for the 1974-75 grant year. Two of the subobjectives were abandoned:

1. Public librarians will evidence a wider sense of colleagueship within the field (particularly in their state) and show a greater interest in and commitment to professional endeavors (in serving the disadvantaged adult).
2. Public librarians will demonstrate a willingness to take initiative and responsibility to do things that need to be done and to support

such initiatives and innovations of others in areas of mutual concern and interest.

These two objectives were modeled after the New England Outreach Project. They are highly desirable objectives in the training of public librarians. However, the AAEC design was not specifically-enough directed toward these objectives to be able to collect data upon which to judge success or failure. They were, therefore, abandoned.

The other objectives proved to be appropriate and desirable.

24. Were the beginning dates too early or too late?

It is hard to say that a date is too early or too late unless the time is put into relation with other events. The event which made the beginning dates too early was the late funding. Although the Appalachian Adult Education Center recognizes that the U. S. Office of Education must wait upon the pleasure of Congress for funding, it also recognizes that the Center is expected to work within a fiscal year or disqualify itself for further funding. Therefore, everything must be done now.

This urgency means that the trainers, recent victims of low morale because of job insecurity, are suddenly rushing madly about their states setting up on-going demonstration activities, awareness sessions, community planning sessions, and other types of dissemination acitivities. Some of the rush is bound to rub off on the local library and community participants.

This urgency also means that though the AAEC can legitimately alert the state library of its plans and even develop plans with the state library, all announcements of its programs must await development and mailing until funding. There is, inevitably, a time lag between

advertising a service and receiving a response. Only after the response, of course, can all the scheduling take place. Those sites which were scheduled near the end of the grant year could be said to have been scheduled too late, since they had very little opportunity to benefit from the third component of the institute-dissemination series, the postplanning session support.

Whether the institute could be considered long enough varied with both the scheduling of the awareness and community planning session activities and the amount of information and help the local library needed to implement its goals for services to disadvantaged adults.

25. Did the AAEC institute-dissemination series involve the optimum number of participants?

The easy answer would be YES. Training 417 people for $85,000 is a bargain at today's rates. The 1974 /5 training is even more economical.

> In preparing this report of an evaluation of the AAEC-Library project there is an urgent inclination to complain about the smallness of the project in comparison with the size of the problem it confronts. . .The project being evaluated is financed on a minimum basis for a few states and for a limited number of communities in those states.

260 of the 417 participants were library staff or trustees. With the help of the 157 community advisors, including 67 adult educators, most of the thirty-two communities have expanded library services for disadvantaged adults which the latter are actually using.

26. Should the ratio of substantive content to skills development be changed in the AAEC institute-dissemination series?

Yes. The skills development occurs mainly in the third component of the training (the postplanning session phase). This phase was not as well developed as the other two components. Therefore, the training available for skills development was in a lower ratio. This does not

mean, however, that the skills of the librarians in service to disadvantaged adults did not develop. The precise nature of the work agreements and the materials furnished by the AAEC--and in some states by the state library--allowed for independent and colleague-group learning among the librarians. However, in the best of all possible worlds, the AAEC institute-dissemination model would be much stronger in its third component.

It should be noted that if the state library were to adopt the AAEC model and draw in traveling library science faculty for on-going on-site support in specific skills development after the two-day planning meetings, the local site might have the best of all possible worlds. The AAEC attempted, rather awkwardly, to involve university and college library science faculty within the states that have library science departments that train public librarians. While the AAEC still believes this is an important facet of its model and still carries an objective for establishing state-university-local training cooperation, it has not done well at implementing the concept.

27. Would the AAEC change the ratio of staff to participants?

It would be folly to suggest that other multi-state institutions adopting the AAEC institute-dissemination model ask their staffs to work as hard as does the AAEC staff. That would lead to revolt. The AAEC staff cover a great deal of ground and a great many participants through very long hours, but the AAEC staff work hard by choice. The AAEC serves a thirteen-state area and offers technical assistance nationally and internationally, which makes the duties of this particular in-depth

project doubly onerous. Should this model be adopted by a university or a state library which planned to work with a few community libraries within the state each year for a number of years, the present ratio of staff to participants could be reasonable. There has not been a piece of educational research since the first one in 1927 which has shown that low student-to-staff ratios improve achievement. However, both students and teachers generally prefer such low ratios--probably because there is less strain in working with fewer people. In other words, a higher ratio of participants to staff is more economical and probably has just as high a learning yield, but a lower ratio is less strenuous for all--particularly the staff.

28. Was the budget adequate and properly allocated?

Had the budget been somewhat larger, more AAEC central staff could have been added to help with the third component of the training. Or more states could have been served. However, in 1974-75 the AAEC received sixty percent less from the federal government and is working with ten or thirty-three percent more communities than in 1973-74. This is partly because Mississippi and Kentucky are picking up major parts of the tab with LSCA funds, the Tennessee and Ohio are also contributing to the AAEC institute-dissemination series. It can be said that the AAEC institute-dissemination model is an economical method of training public librarians to serve special publics, including disadvantaged adults. A larger budget would have been less tiring.

The line items did prove to need adjustment. The on-the-job aspects of the training turned out to be so very important that the large

participant travel item was not useful. What was needed, it was found, were consultants on-site to help with specific techniques. It costs much less to move single consultants than large numbers of participants.

CONCLUSIONS

Skills

The AAEC institute-dissemination series has taught four main skills areas:

1. community planning
2. management by objectives
3. library services to disadvantaged adults
4. interagency cooperation

Guides

The AAEC has produced a series of Library Service Guides which have been in great demand nationally. In addition it has produced the multi-media kit Your Public Library, and other printed products as well.

Services

The series has served thirty-two communities and 417 participants effectively, if not as thoroughly as the AAEC might have wished. The lacks were due to late funding, and consequent short staff time.

Demonstrations

The series has demonstrated the need for and the usefulness of nontraditional training designs for library training--of continuing education for librarians. These must be community-based rather than institution-based designs in the AAEC view. Higher education has seldom demonstrated that the same results are achieved in terms of producing improved public services in specific localities through the means of class-room credit or noncredit courses.

Information Exchange

The AAEC institute-dissemination model allows for the exchange of information. For example, the South Carolina trainer reports, " . . . One staff member . . . commented after the planning session that her attitude had changed from 'people should come to her for services if they wanted them' to 'doing everything that has to be done to go out to the disadvantaged.' . . . many of the library staffs felt they needed information about doing outreach work with the undereducated or disadvantaged."

Library Services and Energy

The series has also pinpointed a growing community-library problem. The whole question of the relationship between the growing energy problem and the delivery of library services to disadvantaged adults must be faced squarely. It is a very simple economic fact that the poor cannot spend precious dollars on gas or other expensive transportation to get to library services--even if the services are available when people are free of other obligations so that they can use them.

To save energy yet allow for library usage some or all of the following will need to be undertaken:

1. maintain evening hours at the expense of morning hours if heat and lights are a problem;
2. books-by-mail;
3. telephone requests and referral (for those who have phones);
4. more bookmobiles with longer stationary periods;
5. more branches and store fronts;
6. deposit collections articulated with local trained volunteer "librarians" (not dumping collections) regularly serviced by a library van.

Libraries and Disadvantagement

The model also pointed out areas of misinformation that could be corrected. The Alabama report says, *"Librarians seem to feel that disadvantaged persons are different from the general public. Though they may be economically or educationally underprivileged, their basic information needs are very similar to those of the general public. Lack of understanding of the target population is one area of misinformation."*

The Kentucky report says, *"What are the areas of misinformation that need to be corrected? That disadvantaged adults have needs and also desire for proper information. It is sometimes erroneously believed that the disadvantaged have no desire to better themselves."*

The West Virginia report points out that many librarians did not understand that, *" . . . a disadvantaged adult cannot be 'sent' to a library. The library must go to him, and then he needs to be brought to the library in a nonthreatening situation so confidence can be built. This process takes time. The librarian must be patient."*

The external evaluators said of human library resources and constraints.

> *The success of library programs designed to aid disadvantaged people depends to a considerable extent upon the enthusiasm of the head librarian for the project. In communities where the head librarians were not interested in this aspect of library service the stated goals were meaningless in programming. For the total project in the four states, however, more than a majority of the librarians concerned either have had this philosophy of extending library service through individualized procedures to disadvantaged people or were converted to it through the training process.*

In summary, the external evaluators said,

> *This project cannot be classified as a "high risk" experiment. It is based upon sound educational theory; it relates its action programs to well-established agencies--public libraries and adult education programs. This project is demonstrating*

sound principles of planning and coordination of resources. This project is a demonstration which is, in fact, a technique of dissemination. . .An accomplishment of this project is the success of some of the training institutes in modifying the expectations of participants to the extent that they accept as important the service of libraries to disadvantaged people. The staff of the AAEC is to be commended for intelligent conceptualization, a well-balanced backlog of contacts throughout the Appalachian area, energetic initiation, productive publication to both lists and various other printed aids, and willingness to give unselfishly of time for travel and consultation.

FOOTNOTES

[1]Warner, Edward S., Ann D. Murray, and Vernon E. Palmour. Information Needs of Urban Residents, (Baltimore, Maryland: Regional Planning Council and Westat, Inc., December, 1973.) Final report to the U.S. Office of Education, OEC-0-71-4555.

Childers, Thomas. Knowledge/Information Needs of Disadvantaged. Final report to the U. S. Office of Education, OEG-0-72-4688, October, 1973.

[2]Warner, Murray, and Palmour, p. 93.

[3]Interrelating Library and Basic Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Annual Report to the U. S. Office of Education, OEG-0-72-2523, 1973. Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky 40351.

[4]See also Bentovim and Stevens, "Adult Illiteracy in England and Wales," p. 2, delivered at the World Congress on Reading in Vienna, Austria, August, 1974. They reached similar conclusions about adult reading needs and functioning levels in Great Britain.

[5]Neighborhood Information Center Project: Third Year Continuation of a Proposal to Research and Design Criteria for the Implementation in Five Public Libraries in Five Cities: Atlanta, Cleveland, Detroit, Queens Borough, and Houston, OEG-0-72-5168.

[6]Sticht, Thomas G., and James H. James "Comparative Skills of Adults and Children in Learning to Read" in Thomas Rakes, Designs for Teacher-Training in Reading and Adult Basic Education (Newark, Delaware: International Reading Association), in preparation.

[7]Lichtman, Marilyn, "Development and Validation of REAL, An Instrument to Assess Functional Literacy" Journal of Reading Behavior, Volume VI (Spring, 1974), p. 167.

[8]Drennan, Henry, "Literacy and Libraries," A paper for the World Congress of the International Reading Association, Vienna, Austria, August 12-14, 1974.

[9]Adkins, Winthrop, Life Skills and Teacher Skills Development Project: Final Report, 1971-72. Columbia Teachers College.

[10]Doran, Adron, "The Appalachian Compact," Appalachian Needs and Curriculum Materials (Morehead, Kentucky: Appalachian Adult Basic Education Demonstration Center) December, 1970.

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